DOCUMENT RESUME

ED 358 864 IR 054 589

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TITLE	ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database through March 1993.
INSTITUTION	ARC Professional Services Group, Rockville, MD. Information Systems Div.; ERIC Processing and Reference Facility, Rockville, MD.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE	Apr 93
CONTRACT	RI89002001
NOTE	382p.
PUB TYPE	Reference Materials - Bibliographies (131) -- Information Analyses - ERIC Clearinghouse Products (071)
EDRS PRICE	MF01/PC16 Plus Postage.
DESCRIPTORS	Abstracts; Annotated Bibliographies; *Databases; *Documentation; Early Childhood Education; *Educational Research; Elementary Secondary Education; Higher Education; *Information Dissemination; Postsecondary Education; Resource Materials; Synthesis
IDENTIFIERS	ERIC; ERIC Clearinghouses; *ERIC Digests

ABSTRACT

Digests prepared by clearinghouses of the Educational Resources Information Center (ERIC) began to emerge seriously in 1984 as one of the most desirable and popular products of the various clearinghouses. Although ERIC Digests were not initially listed in the ERIC database because of their brevity, today they are entered routinely. This bibliography contains resumes for all digests entered into the database through March 1993, a total of 1,321 digests. Resumes as presented in the database are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendixes contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference 6); (2) a description of ERIC Digests (ERIC Ready Reference 9); (3) an alphabetical title list of digests (ERIC Ready Reference 10A); (4) a complete list of digests by clearinghouse (ERIC Ready Reference 10B); and (5) an accession number list of 1,062 ERIC Digests available in full text via online and CD-ROM systems. (SLD)

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ED358864

ERIC® DIGESTS

An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database through March 1993

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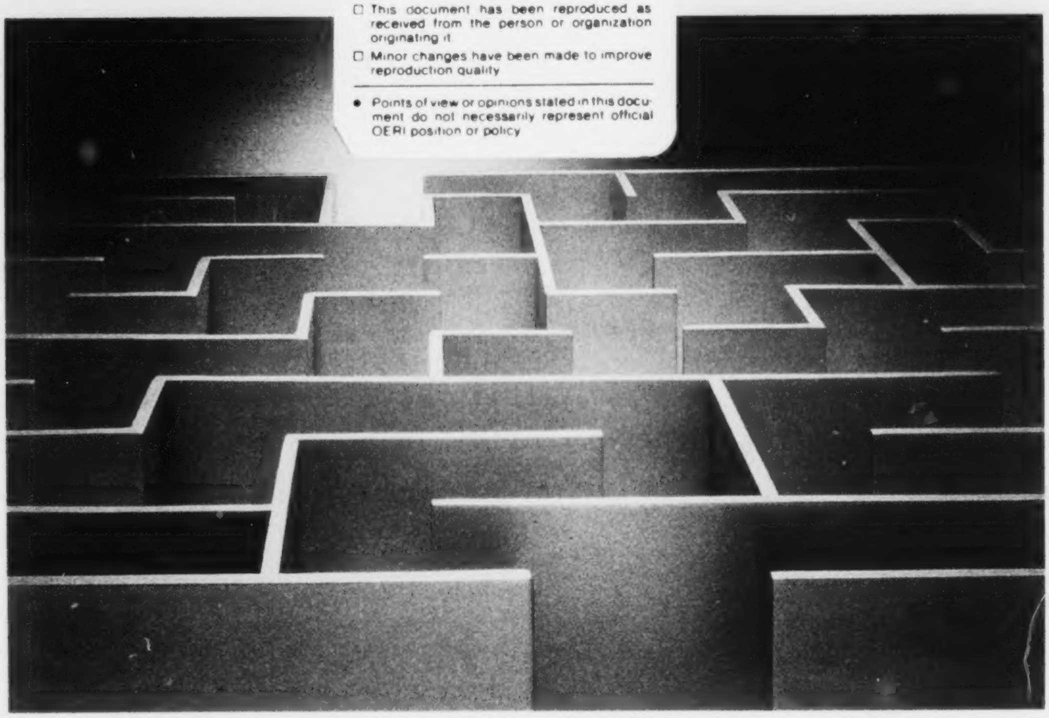

Compiled and Edited by
Elizabeth Pugh
Ted Brandhorst
(ERIC Processing and Reference Facility)

April 1993

Educational Resources Information Center (ERIC)
Office of Educational Research and Improvement
U.S. Department of Education

IR054589

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ERIC® *Digests*

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Compiled and Edited by
Elizabeth Pugh
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This publication was prepared by ARC Professional Services Group, Information Systems Division, under contract RI89002001 with the U.S. Department of Education, Office of Educational Research and Improvement (OERI), for the operation of the ERIC Processing and Reference Facility. The contents of this publication do not necessarily reflect official OERI policy.

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I. Introduction

ERIC Digests are:

— *short reports (1000-1500 words on one or two pages) on topics of prime current interest in education*

— *targeted specifically for teachers, administrators, policymakers, and other practitioners, but generally useful to the broad educational community.*

— *designed to provide an overview of information on a given topic, plus references to items providing more detailed information*

— *produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field*

— *funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education*

— *available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover)*

Although there were precursors in 1981-1983, historically ERIC Digests began to emerge seriously in 1984 as one of the most desirable and popular publication products of the ERIC Clearinghouses. In the early period, there had been several names in vogue for the brief two-page documents that users were beginning to ask for in such quantities, e.g. "Short Reports", "Fact Sheets", "Q&A", "Summaries", etc. In order to avoid confusion, the ERIC components finally agreed to use the standard designation "Digest" for these 1-2 page documents.

Initially, Digests were not entered into the ERIC database because it was not the usual practice to select such brief one-page documents for the database. However, the popularity of Digests quickly led to an exception being made in their case. Today, all ERIC Digests are routinely entered into the ERIC database and their full text collected for the ERIC Digests Online (EDO) file. Before such processing became routine, however, there were 166 Digests produced in the early years which had time to become dated or obsolete and which, therefore, have not been retrospectively added to the database. These Digests are listed in Ready Reference #10 (without ED numbers), but do not have resumes in the ERIC database, do not have ED accession numbers, and do not appear in this bibliography. Eighteen (18) Digests that were in process at the time this publication was completed are identified in Ready Reference #10 by their Clearinghouse Accession Number. These items will eventually be assigned ED numbers, but resumes for them did not yet exist at press time.

This bibliography contains resumes for all Digests entered into the ERIC database through the March 1993 issue of *Resources in Education* (RIE), a total of 1,321 Digests. A statistical summary following this Introduction provides data on ERIC Digests by Clearinghouse and by year of announcement. The Digest resumes are sorted in descending order by ED number, thereby placing the most recent items first and the oldest last. Approximately 160 new Digests are now produced each year by the ERIC Clearinghouses.

Ready Reference #9 provides a description of what Digests are and the availability of Digest full-text via various online and CD-ROM retrieval systems. Ready Reference #10, which is periodically updated, provides a primary alphabetic list of Digest titles and a secondary list of these same titles arranged by Clearinghouse.

The last attachment is a list of 1,062 Digests (70% of total) whose full text is available online and via CD-ROM systems.

II. STATISTICAL SUMMARY

ERIC Digests in the ERIC database (announced in RIE, with ED#, and resumes in this bibliography)*	1,321
ERIC Digests *not* in the ERIC database (out-of-date or obsolete; no ED#)	165
ERIC Digests in process at press time (with CH#; will receive ED#)	18
Total Digests Published through RIEMAR93	1,504

*10 appear only in the collection ED 209 407; 5 appear only in ED 252 693

Clearinghouse Prefix	Digests Published by Clearinghouse
CE	135
CG	104
CS	91
EA	79
EC	165
FL	105
HE	65
IR	88
JC	70
PS	71
RC	115
SE	85
SO	95
SP	82
TM	66
UD	88
	Total Digests Published: 1,504

Year of Announcement in RIE	Digests Announced in RIE During Year
1981	1
1982	11
1983	15
1984	45
1985	88
1986	126
1987	118
1988	162
1989	142
1990	229
1991	162
1992	173
1993 (March)	49
	Total Digests Announced: 1,321

Document Resumes

ED 351 426 UD 028 957

Ascher, Carol

Successful Detracking in Middle and Senior High Schools. ERIC/CUE Digest, Number 82.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-5; ISSN-0889-8049

Pub Date—Oct 92

Contract—RI88062013

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Change, Educational Discrimination, Educationally Disadvantaged, *Equal Education, *Heterogeneous Grouping, High Risk Students, High Schools, Individualized Instruction, Middle Schools, Minority Group Children, Parent Participation, Program Implementation, School Policy, Secondary Education, *Track System (Education)

Identifiers—Accelerated Schools, ERIC Digests, *Reform Efforts

In light of recent calls by educational organizations to abolish tracking because of its role in perpetuating inequities in achievement among racial and ethnic groups, this digest looks at current school detracking efforts. An initial section reviews the extent and reasons for tracking and the concerns raised when detracking is proposed, noting that some studies indicate that high achieving students do well in tracked situations because they benefit from the enriched environment, not because of the homogeneity of the group. A central section summarizes the following changes necessary for a successful detracking effort: (1) a culture of detracking and a commitment to being inclusive; (2) parent involvement, particularly among middle-class parents who can be detracking's most vigorous opponents; (3) professional development and support for teachers as detracking depends on teachers being actively involved in the change; (4) phase-in change process over time and with flexibility; (5) a willingness to rethink all routines; and (6) district and state support. Also covered are models for instruction in heterogeneous classes, the need for alternative assessment in a detracked school, and mention of the Accelerated Schools model. (Included are nine references.) (JB)

ED 351 425 UD 028 956

Lewis, Anne

Urban Youth in Community Service: Becoming Part of the Solution. ERIC/CUE Digest, Number 81.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-4; ISSN-0889-8049

Pub Date—Sep 92

Contract—RI88062013

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Black Youth, *Citizen Participation, *Community Services, Federal Legislation, Low Income Groups, Minority Group Children, Program Design, School Community Programs, Secondary Education, Student Participation, Urban Problems, *Urban Youth, *Youth Programs

Identifiers—*Community Service, ERIC Digests, National Service, *Youth Participation

This monograph looks at the field of youth service broadly and provides examples of the range of programs available for urban youth. A review of statistics on urban youth involvement nationally notes that most young people are not involved in community service, African American students perform more community service annually than any other racial group, urban schools do not push community service, and many agencies look to community service to engage low-income urban youth in positive action. Special issues for urban programs are covered, including the value of community service for overcoming the alienation and hostility of many youth toward their community, the focus of youth corps for low-income youth on experiences directed toward job preparation, and problems of maintaining diversity in programs. Also noted are the benefits of urban service programs for youth in the form of increased academic achievement, competence, self-confidence, and self-esteem. Several programs are briefly profiled, including in-school programs, out-of-school programs, and the growth of urban youth corps. Also addressed are various federal legislative initiatives and their role in fostering these programs. (Includes 12 references.) (JB)

ED 351 336 SP 034 231

Baratz-Snowden, Joan

National Board for Professional Teaching Standards–Update. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-92-4

Pub Date—Nov 92

Contract—RI88062015

Note—4p.; Updates ED 304 444.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Groups, Early Childhood Education, Educational Improvement, Educational Quality, Elementary Secondary Education, *Evaluation Criteria, Higher Education, Measures (Individuals), National Programs, Public Education, Research and Development, Standards, *Teacher Certification, Teacher Education, *Teacher Evaluation, *Teacher Qualifications

Identifiers—*Assessment of Performance in Teaching, ERIC Digests, *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS) was established in 1987 and charged with the mission of improving the quality of teaching and public education. The National Board certification system involves three critical elements: (1) standards setting; (2) assessment instruments; and (3) professional development. This Digest discusses the National Board's research and development activities designed to develop an assessment system that meets the NBPTS criteria. The standards setting process and assessment development and implementation processes comprise the two main components of the National Board's research and development agenda. The National Board believes that a unitary certificate suggesting proficiency in teaching all subjects to all students of all ages is unwarranted. Consequently, NBPTS is establishing standards committees in each of 30 certification fields to define standards and student age levels. The NBPTS assessment system will be performance based and will employ a broad range of strategies. The first assessment will be launched in early 1993, and the full system of National Board Certification will be completed by the 1998-1999 school year. Five references are included. (LL)

ED 351 335 SP 034 230

Summerfield, Liane

Comprehensive School Health Education. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-92-2

Pub Date—Nov 92

Contract—RI88062015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

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Descriptors—Curriculum Design, Curriculum Guides, Educational Objectives, Elementary Secondary Education, *Health Education, *Health Promotion, *Instructional Development, Preschool Education, *Program Content, *Teacher Certification, Teacher Education
Identifiers—*Comprehensive School Health Education, *Comprehensive School Health Programs, ERIC Digests

Comprehensive school health education is a planned, sequential curriculum promoting the development of health and well-being for students in preschool through grade 12. Programs consist of school health services, a healthful school environment, and health instruction. It is recommended that the following 10 areas be included in all programs: community health, consumer health, environmental health, family life, mental and emotional health, nutrition, personal health, chronic and infectious disease prevention and control, safety and accident prevention, and substance use and abuse. The importance of comprehensive school health is emphasized and teacher preparation and certification are discussed in accordance with standards established by the Association for the Advancement of Health Education. Selection of a health curriculum is addressed in terms of goals and objectives, content, teaching strategies, learning activities, materials, time devoted to implementation, evaluation methods, cultural equity, and sex equity. Thirteen curriculum guides which may be accessed through ERIC are listed. (Contains 12 references.) (LL)

ED 351 320 SP 034 157
Zak, Janet L. Sullivan, Patricia
Alternative Career Paths in Physical Education: Fitness and Exercise. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-1
Pub Date—Nov 92
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, Credentials, *Employment Opportunities, Exercise, Higher Education, Leisure Education, *Physical Education, Physical Fitness, Professional Associations, *Professional Education, *Teacher Certification
Identifiers—*Alternative Careers, ERIC Digests

During the past 20 years, alternative professional preparation and certification programs have expanded within the field of physical education. Societal trends, the media, and demographics have dictated these changes. This digest examines factors leading to an increase in the scope of career opportunities for physical education professionals and looks at future trends, including a move back toward traditional teaching positions. With the advancement of technological resources and time-saving devices, available time for leisure and recreation has increased, resulting in the creation of additional career opportunities for exercise and sport professionals, exercise specialists, corporate fitness directors, wellness consultants and coordinators, and specialists who could put theory into practice. Along with college and university-based professional preparation programs, many professional organizations now provide exercise and sport credentialing opportunities and examples of such organizations are included. Some current trends that may impact on the career paths of physical education professionals include aging of the population, more at-risk children in the school system, and increased use of computers. (LL)

ED 351 312 SP 034 145
Otuya, Ebo
Alternative Teacher Certification–An Update. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-6
Pub Date—Nov 92
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alternative Teacher Certification, Elementary Secondary Education, Higher Education, Knowledge Level, Teacher Education, *Teacher Effectiveness, *Teacher Shortage, *Teaching (Occupation), Teaching Skills
Identifiers—ERIC Digests

This digest reviews alternative certification on the basis of educational quality and the need to fill teacher shortages. Following a definition of traditional certification, the alternative certification route is described as a process designed to certify candidates who have subject-matter competencies, without going through formal teacher preparation. Several studies have yielded information on the relationship between teacher knowledge and instructional practice and presented concerns and advantages of alternative certification. Alternative certification programs vary by state and may be designed to achieve different goals and objectives. Some evaluative studies that compare traditional and alternative certification routes have yielded inconclusive results, which can have far-reaching policy implications for effective teaching and the quality of education. If subject-matter competency combined with pedagogical training is the determinant of effective instruction, then the traditional certification route is the most effective policy to assure education quality. However, if subject-matter competence without pedagogical training is equally determinant of effective instruction, then alternative certification is an equally viable policy. (Contains 23 references.) (LL)

ED 351 278 SO 022 754
Risinger, C. Frederick
Trends in K-12 Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-8
Pub Date—Oct 92
Contract—RI88062009
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), *Curriculum Development, Educational Change, *Elementary Secondary Education, Ethical Instruction, Geography Instruction, History Instruction, Literature, Multicultural Education, Religion Studies, *Social Studies, Teaching Methods, Western Civilization, Writing Instruction
Identifiers—ERIC Digests

Drawing on contemporary research literature, recently developed curriculum guides, and blue-ribbon reports, this digest reviews 10 contemporary trends in K-12 social studies in the United States. Trends are as follows: (1) History, history, and more history; (2) More geography, too; (3) Using literature to teach social studies; (4) Focus on the multicultural nature of American society; (5) Renewed attention to western civilization; (6) Renewed attention to ethics and values; (7) Increased attention to the role of religion; (8) Attention to contemporary and controversial issues; (9) Covering issues in depth; and (10) Writing, writing, and more writing. (DB)

ED 351 270 SO 022 670
Woyach, Robert B.
Leadership in Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-7
Pub Date—Sep 92
Contract—RI88062009
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Elementary Secondary Education, *Leadership, Leadership Qualities, *Leadership Training, Role of Education, Social Studies, Student Educational Objectives, *Student Leadership
Identifiers—ERIC Digests

In recent years, social studies educators have given serious attention to the apparent crisis of citizenship and the improvement of civic education in the United States. Insufficient attention, however, has been given to the place of leadership in civic education. Yet, youth leadership is big business in the United States. Each year, over half a million high school students, along with a smaller but growing number of middle school students, participate in programs intended to encourage civic leadership and to develop leadership skills. This digest addresses four questions concerning leadership: How is leadership related to citizenship? What are the essential elements of leadership? What are the competencies of leadership? What is the role of schools in leadership development? A list of references and ERIC resources is included. (Author/DB)

ED 351 206 SE 053 426
Heimlich, Joe E.
Promoting a Concern for the Environment.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-92-2
Pub Date—Dec 92
Contract—RI88062006
Note—3p.; Clearinghouse Digest.
Available from—ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Suite 310, 1200 Chambers Road, Columbus, OH 43212 (1st copy, free).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum, Curriculum Design, Curriculum Development, *Educational Practices, Educational Principles, *Educational Strategies, *Environmental Education, Fused Curriculum, Holistic Approach, *Integrated Activities, *Integrated Curriculum, Interdisciplinary Approach, *Philosophy, Teaching Methods, Thematic Approach, Unified Studies Curriculum
Identifiers—Environmental Action, Environmental Issues, Environmental Problems

Environmental Education (EE) is described as a process of moving individuals toward stewardship and ultimately a union view of the relationship of people with nature. This document presents a general tenet of EE and explores some prevalent precepts that can be a guide to fully incorporating EE into all teaching settings. The percepts are explored in the context of three philosophical approaches to the incorporation of EE: (1) Imposition, adding an additional topic onto the required study; (2) Infusion, incorporation of environmental themes or topics into traditional disciplinary approaches; and (3) Framing, using traditional disciplinary skills to define aspects of real world problems and problem-solving and decision-making processes to address the problems. The strengths and weaknesses of each approach is discussed. (Contains 20 references.) (MCO)

ED 351 201 SE 053 374
Disinger, John F. Roth, Charles E.
Environmental Literacy. ERIC/CSMEE Digest.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-92-1
Pub Date—Nov 92
Contract—RI88062006
Note—3p.
Available from—ERIC/CSMEE, Suite 310, 1200 Chambers Road, Columbus, Ohio 43212 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Citizenship Education, Concept Formation, *Definitions, Development, Educational Development, *Environmental Education, *Literacy, *Scientific Literacy
Identifiers—Environmental Action, Environmental Education Literacy, *Environmental Literacy, ERIC Digests

This digest presents a case for the development of a precise definition of environmental literacy (EL) as a prerequisite to setting standards for environmental education. The discussion includes the following: (1) establishment of the relationship between EL, environmental education, and goals of the formal education system; (2) the development of the meaning of EL; (3) contrast between EL and other applications of the term "literacy"; (4) levels of EL; and (5) attributes of the environmentally literate. The report distinguishes between scientific literacy and EL, the former appearing to be built on a mechanistic paradigm and the latter built on an ecological paradigm. EL draws upon six major areas: sensitivity, knowledge, skills, attitudes and values, personal investment and responsibility, and active involvement. These are collected into four strands: knowledge, skills, affect, and behavior, that need to be addressed in education for EL. It is concluded that more work needs to be done to refine the components of environmental literacy and correlate these components with formal and nonformal education development levels. The education system should also be encouraged to adopt EL as part of its mission. (Contains 9 references.) (MCO)

ED 351 150 PS 020 940
Grace, Cathy
The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-11
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, Early Childhood Education, *Evaluation Methods, *Portfolios (Background Materials), Rating Scales, Screening Tests, Student Development, *Student Evaluation
Identifiers—Anecdotal Records, *Authentic Assessment, Developmentally Appropriate Programs, ERIC Digests, *Portfolio Performance Appraisal Systems

Educators use the term "authentic assessment" to refer to the practice of realistic student involvement in the evaluation of student achievement. Authentic assessments are performance-based and instructionally appropriate. One method of authentic assessment is the assembly and review of a portfolio of a student's work. The portfolio is a record of a child's process of learning, and includes work samples, records of observations, and screening tests. Ideally, a portfolio includes observations in the following forms: (1) anecdotal records, which are useful for recording spontaneous events; (2) checklists or inventories, which should be based on the development associated with the acquisition of skills; (3) rating scales, which are used to measure behavior that has several components; (4) children's responses to questions; and (5) screening tests, which identify children's skills. Besides containing a wide variety of work samples, portfolios used in early childhood education should contain a statement of purpose. Once the material in a portfolio is organized by chronological order and category, the teacher can evaluate the child's achievements. Portfolios are not meant for comparing children to each other, but for documenting individual children's progress over time. The use of portfolios also provides teachers with a built-in system for planning parent-teacher conferences. (BC)

ED 351 149 PS 020 939
Swick, Kevin J.
Teacher-Parent Partnerships. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-12
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, *Family School Relationship, *Parent Participation, Parent Role, *Parent Teacher Cooperation, School Community Relationship, Teacher Characteristics, *Teacher Role
Identifiers—ERIC Digests, *Parent Characteristics, *Partnerships in Education

Research provides insight into parent attributes that support partnerships with teachers. These attributes include warmth, sensitivity, nurturance, the ability to listen, consistency, positive self-image, personal competence, and effective interpersonal skills. Researchers have cited positive attitudes, continuous teacher training, involvement in professional growth, and personal competence as teacher attributes related to successful parent involvement. Parenting roles that support teacher-parent partnerships include those of learning, supporting, and decision making. Teacher roles critical to the partnership process include support, education, and guidance. Strategies that engage parents and teachers in collaborative roles include home visits, conferences, parent centers, telecommunication, parent involvement in the classroom, participatory decision making, parent education programs, home learning activities, and family-school networking. Family-centered schools need to be involved with families in planning and nurturing healthy environments. A significant part of this effort is the development of a curriculum that promotes a shared learning process among children, parents, and teachers. A family-centered focus must also become a part of the community's fabric. (BC)

ED 351 148 PS 020 938
Katz, Lilian G.
Nongraded and Mixed-Age Grouping in Early Childhood Programs. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-9
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Continuous Progress Plan, Definitions, Early Childhood Education, *Heterogeneous Grouping, *Multigraded Classes, *Nongraded Instructional Grouping, Peer Relationship, *Teaching Methods, Young Children
Identifiers—Developmentally Appropriate Programs, ERIC Digests, *Mixed Age Groups

A confusing variety of terms is used in discussions of age grouping practices. This digest examines terms that have important implications for teaching and the curriculum. The terms "nongraded" and "ungraded" typically refer to grouping children in classes without grade-level designations and with more than a 1-year age span. The term "combined classes" refers to the inclusion of more than one grade level in a classroom. The term "continuous progress" generally implies that children remain with their classroom peers in an age cohort regardless of whether they have met prespecified grade-level achievement expectations. The terms "mixed-age" and "multi-age grouping" refer to grouping children so that the age span of the class is greater than 1 year, as in the nongraded or ungraded approach. These terms are used to emphasize the goal of using teaching practices that maximize the benefits of cooperation among children of various ages. The distinctions between the grouping practices have significant implications for practice. The ungraded approach acknowledges that age is a crude indicator of children's readiness to learn. Mixed-age grouping takes advantage of children's heterogeneous experiences. Research indicates that, in spite of its risks, the potential advantages of mixed-age grouping outweigh its disadvantages. (BC)

ED 351 147 PS 020 937
Jewett, Jan
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-10
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aggression, Assertiveness, *Cooperation, Discipline, Family Influence, Hostility, Parent Child Relationship, *Peer Relationship, Preschool Education, *Social Development, Teacher Student Relationship, *Young Children
Identifiers—ERIC Digests

Aggression and cooperation, which represent two critical features in the child's social domain, have one element in common: they both emerge from children's strong developmental push to initiate and maintain relationships with other children. Aggression is defined as any intentional behavior that results in physical or mental injury to any person or animal, or in damage to property. Aggressive actions can be accidental, instrumental, or hostile. Aggression should not be confused with assertion, which is behavior through which children maintain and defend their rights. Cooperation is defined as any activity that involves the willing interdependence of two or more children. Cooperation should be distinguished from compliance, which represents obedience to authority rather than intentional cooperation. Techniques adults can use for reducing children's aggression include helping children to verbalize their feelings, develop problem-solving approaches to conflicts, and notice the consequences of their aggressive actions. To foster children's cooperation, adults can acknowledge children's efforts to initiate appropriate social interactions, affirm helping behaviors, communicate positive regard, and support children's struggles to resolve interpersonal conflicts. In various ways, early childhood educators can support the emergence of children's positive interpersonal strategies, and early childhood programs can help parents understand the range of children's emerging social repertoires. (BC)

ED 351 146 PS 020 930
Hohensee, Julie Bisson Derman-Sparks, Louise
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-8
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bias, *Childhood Attitudes, Class Activities, *Classroom Environment, Cooperative Learning, Cultural Differences, *Curriculum Development, Early Childhood Education, *Learning Activities, *Multicultural Education, Parent Participation, Teaching Methods
Identifiers—ERIC Digests

An antibias curriculum seeks to nurture children's potential by addressing issues of diversity and equity in the classroom. Goals of antibias curricula are to foster children's self-identity, interaction with people from diverse backgrounds, critical thinking about bias, and ability to stand up for themselves in the face of bias. The first phase in the implementation of an antibias curriculum involves creating an appropriate climate in the classroom. In this phase, teachers raise their awareness of antibias issues that relate to themselves, learn what ideas their students have about diversity, evaluate the classroom environment for the messages it contains about diversity, and identify parents who would be willing to participate in changing the classroom environment. The second and third phases involve teachers' nonsystematic and then systematic incorporation into classroom instruction of activities that teach antibias attitudes. During these phases, parent participation should be increased. The fourth phase consists of an ongoing integration of an antibias perspective as a filter through which the teacher plans, implements, and evaluates all learning materials, class activities, and teacher interactions with children, parents, and staff. (BC)

ED 351 095 PS 020 528
Beane, James
Integrated Curriculum in the Middle School. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-2
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, *Curriculum Development, *Integrated Curriculum, Intermediate Grades, Junior High Schools, *Middle Schools, Teacher Student Relationship, *Thematic Approach

Identifiers—Early Adolescents, ERIC Digests, *Middle School Students

Recent debates among educators about the middle school curriculum involve three concepts: (1) middle school ought to provide a general education school in which the curriculum focuses on widely shared concerns of early adolescents and the larger world rather than specialization among separate subjects; (2) the curriculum ought to serve the students; and (3) adolescents should not be viewed as victims of their developmental stage. These concepts, along with the notion of curriculum integration, point to a vision for middle school curricula that addresses the questions adolescents have about themselves and their world, and questions shared by adolescents and older people. This vision results in a curriculum organized around themes rather than artificial subject areas. The vision has been put into practice in the Marquette Middle School in Madison, Wisconsin. In this new curriculum vision, students are given a voice in curriculum planning. Meanings are created by students rather than imposed by adults. Knowledge and skill are removed from abstract subject categories. The curriculum integrates affect and cognition, and the curriculum is integrated and whole, rather than divided into blocks of time devoted to subject courses. Proposals for integrative curricula focus on the middle level because professionals at the middle level have been more involved in school reform than those at other levels. Six references are cited. (BC)

ED 351 092 JC 930 021

Two-Year College Students: A Statistical Profile. ERIC Fact Sheet.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 82
Contract—RI88062002
Note—3p.
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Freshmen, *College Preparation, Community Colleges, Enrollment Trends, Full Time Students, Institutional Characteristics, National Surveys, *School Demography, *Student Characteristics, *Student Educational Objectives, Two Year Colleges, *Two Year College Students
Identifiers—American Association of Community and Junior Colls, ERIC Digests, National Center for Educational Statistics

While numerous studies have examined the demographic, social, and economic characteristics of two-year college students, a composite profile for the approximately 4.5 million credit students at the nation's two-year colleges is more difficult to come by. Within certain limitations, however, a profile can be developed of these students. Two-year colleges enrolled 55% of the American Indian/Alaskan Natives in higher education, 42% of the Black students, 54% of the Hispanic students, 34% of the White students, and 21% of non-resident aliens. Since 1977, women have accounted for slightly over 50% of community college enrollment. According to the American Association of Community and Junior Colleges, the mean age of students enrolled in 1980 was 27, the median was 23, and the modal age was 19. Data also revealed that, despite their many differences, students at two- and four-year colleges had educational objectives similar to university students. While full-time freshmen at two-year colleges face greater obstacles in terms of income, academic background, and self-esteem, they aspire to the same upward mobility as other college and university students. (MAB)

ED 351 091 JC 930 020

Liberal Arts at the Community College. ERIC Fact Sheet.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC
Pub Date—[81]
Contract—RI88062002
Note—4p.
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Education, Community Colleges, General Education, *Humanities, *Liberal Arts, Outcomes of Education, Participant Satisfaction, Student Attitudes, Student Attrition, *Student Educational Objectives, Student Motivation, Two Year Colleges, *Two Year College Students
Identifiers—Center for the Study of Community Colleges CA, ERIC Digests

Research conducted by the Center for the Study of Community Colleges in Los Angeles on the status of the community college liberal arts curriculum found that liberal arts programs have a beneficial impact on students. Research findings have consistently revealed that what students know is related to what they study and how they have studied it. Usually, students' self-ratings of their skills in a particular area of the liberal arts are a good indicator of their knowledge in that area. Analyses of course enrollments, class schedules, and curricular changes reveal that most of the enrollment in liberal arts courses is at the introductory level. Reasons students have for enrolling in a particular course vary greatly from fulfilling a general education requirement, to personal enrichment, to fulfilling a requirement for a major. Only a small percentage of students cite counselor or faculty encouragement, student recommendations, or interesting course descriptions as the most important reason for enrolling in a particular course. Suggestions for improving the liberal arts programs include: (1) providing students with more information about courses and their potential benefits; (2) college educators working with their high school counterparts to increase student interest; (3) college liberal arts courses promoting basic skills for underprepared students; and (4) making efforts to decrease liberal arts course attrition rates. (MAB)

ED 351 079 JC 920 558

Hsiao, Karin Petersen

First-Generation College Students. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-00-04
Pub Date—Nov 92
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Students, *College Preparation, Community Colleges, *Educationally Disadvantaged, Family Characteristics, *Nontraditional Education, Nontraditional Students, Program Descriptions, School Holding Power, Student Adjustment, Student Educational Objectives, *Student Personnel Services, Two Year Colleges, *Two Year College Students
Identifiers—ERIC Digests, *First Generation Students

As a college degree becomes increasingly important for individuals seeking employment, the numbers of first-generation students continues to grow. With the first-generation student pool comprised largely of members of working class families, ethnic minorities, women, and or adults, community colleges have always viewed first-generation students as a primary clientele. One of the greatest challenges confronted by first-generation students is that college attendance represents a departure from the pattern established by family and friends, who may in turn become non-supportive or obstructionist. This problem can be particularly difficult for traditional-age students who continue to live at home. First-generation students are often less well prepared for college than their classmates from college-educated families. In addition to being less prepared academically, such students often have insufficient knowledge of time-management techniques; the economic realities of college life; and the impersonal, bureaucratic nature of educational institutions. Among the strategies which colleges can employ to assist first-generation students are: (1) specialized outreach, tutoring, and mentoring programs; (2) bridge programs, linking high schools and post-secondary institutions to help students confront the obstacles to successful college preparation, and (3) college-orientation classes reviewing practical skills, college procedures, and available support services. For first-generation adult students, suggested instructional strategies include placing an emphasis on critical and analytical thinking skills, and offering interdisciplinary courses centered on specific themes. (PAA)

ED 351 047 JC 920 508

Pawel, D. Michael Colby, Anita Y.

American Indians in Higher Education: The Community College Experience. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-03
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, *American Indians, College Role, Community Colleges, *Community Education, *Cultural Context, Educational Philosophy, Equal Education, Instructional Innovation, Models, Nontraditional Education, Outreach Programs, *Student Personnel Services, Two Year Colleges
Identifiers—ERIC Digests, *Tribally Controlled Colleges

The educational approaches, programs, and services developed for American Indians at both tribal colleges and non-tribal community colleges can be used as models by other institutions seeking to serve minority populations better. The community college is an important avenue for American Indians pursuing postsecondary degrees; in 1988, 50,400 of the 92,000 American Indians enrolled in higher education were attending two-year colleges, and associate degrees constituted nearly 40% of the total number of degrees conferred to American Indians in 1989-90. While several of the 25 tribal colleges award baccalaureate and master's degrees, and one is a university, these institutions, like community colleges, are among the most community-responsive in higher education. The success of tribal colleges can be attributed to their combining distinctive cultural elements with a pragmatic approach to education. Because instructors act as agents of Indian history, language, and culture, students learn that their communities' beliefs have great value, while simultaneously acquiring the skills necessary for future educational and occupational endeavors. Tribal colleges also experiment with culturally conscious approaches to instruction, emphasizing visual and cooperative learning. Among the non-Indian community colleges that have been especially responsive to Indian students are: (1) San Juan College (New Mexico), which has developed a set of interrelated services that attract and retain American Indians; (2) American River College (California), which has created the Mathematics, Engineering, and Science Achievement/Minority Engineering Program; and (3) Truman College (Illinois), which has developed the Institute for Native American Development. (MAB)

ED 351 008 IR 015 870

Willis, Barry

Strategies for Teaching at a Distance. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-8
Pub Date—Nov 92
Contract—RI88062008
Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Delivery Systems, *Distance Education, Educational Planning, *Educational Strategies, Educational Technology, Needs Assessment, Nontraditional Education, Teacher Student Relationship, *Teaching Methods
Identifiers—ERIC Digests

Effective teaching at a distance is more the result of preparation than innovation. The distance educator can employ a number of strategies focusing on planning, student understanding, interaction, and teaching to ensure a successfully delivered course. This digest discusses six topics in teaching at a distance: (1) What's Different about Distance Teaching?-lack of visual cues, use of technological devices, lack of spontaneous class discussion; (2) Why Teach at a Distance?-opportunities to reach a wider audience, meet the needs of learners, involve outside speakers; (3) Improving Planning and Organization the core content remains basically unchanged, although its presentation requires new strategies and additional preparation time; (4) Meeting Student Needs–adapt the delivery system to best motivate and meet the needs of the students so that they can quickly become comfortable with the nature of teaching and learning at a distance; (5) Improving Interaction and Feedback–using effective interaction and feedback strategies will enable the instructor to identify and meet individual student needs while providing a forum for suggesting course improvements; and (6) Use Effective Distance Teaching Skills–this requires enhancing existing skills rather than developing new ones. (Contains 7 references.) (ALF)

ED 351 007 IR 015 869

Willis, Barry

Instructional Development for Distance Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-9

Pub Date—Nov 92

Contract—RI88062008

Note—4p.; Digest based in part on "Distance Education: A Practical Guide" (Barry Willis, 1993).

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, *Distance Education, Educational Objectives, Educational Technology, *Evaluation Methods, Formative Evaluation, *Instructional Design, *Instructional Development, *Instructional Systems, Material Development, Models, Needs Assessment, Summative Evaluation

Identifiers—ERIC Digests

Instructional development provides a procedure and framework for systematically planning, developing, and adapting instruction based on identifiable learner needs and content requirements, a process essential in distance education. Although instructional development models and processes abound, the majority follow the same basic stages of design, development, evaluation, and revision. While it is possible, even appropriate on occasion, to shorten the process after considering the needs of the learner, it should be done only after considering the requirements of the content and the constraints facing both teacher and students. Adhering to sound principles of instructional development will provide a process and procedural framework for addressing the instructional challenges that will surely arise. This digest describes the four basic stages of the process in detail: (1) Design Stage–gather information, define the problem, understand distant learners and their needs, establish instructional goals and objectives; (2) Development Stage–create a content outline and student-relevant examples, review course content and strategies, develop and select materials and delivery methods; (3) Evaluation Stage–formative, summative, quantitative and qualitative methods; and (4) Revision Stage resulting from the evaluation process. (Contains 8 references.) (ALF)

ED 350 972 HE 025 990

Chaffee, Ellen Earle Sherr, Lawrence A.

Quality: Transforming Postsecondary Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-3

Pub Date—Oct 92

Contract—RI88062014

Note—4p.; For the full length report, see HE 025 980.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, *College Administration, Cooperative Planning, Educational Demand, *Educational Improvement, *Educational Quality, *Faculty College Relationship, Higher Education, Operating Expenses, Postsecondary Education, Productivity, *Quality Control

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. Many colleges and universities, in responding to public demand for higher education and the external challenges it creates, are employing Total Quality Management (TQM) techniques to improve quality, increase productivity, and decrease cost. The quality improvement process itself (the tools for problem identification and developing solutions), largely ignored in the past by academic organizations, is now being studied and applied. The TQM process involves the complete transformation to quality requiring top-level commitment followed by substantial and comprehensive reeducation of all personnel. In addition, the administration must develop a cooperative climate for change and recognize that the faculty play the most important role in developing the concept of continuous quality improvements and other ideas about TQM as they might apply to academic activity. The report examines what quality is and what it requires, the technical system and tools for improving quality, and the type of administrative system required to allow the quality process to be successful. Finally discussed is the process of improving academic quality in the curriculum and classroom, as well as its assessment, while looking towards the student as the beneficiary. Contains seven references. (GLR)

ED 350 971 HE 025 989

Pickert, Sarah M.

Preparing for a Global Community. Achieving an International Perspective in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-2

Pub Date—Aug 92

Contract—RI88062014

Note—4p.; For the full length report, see HE 025 868.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, College Faculty, College Second Language Programs, Cultural Awareness, Curriculum Development, Educational Objectives, Educational Planning, Exchange Programs, Foreign Culture, Foreign Students, Higher Education, *International Education, *Multicultural Education, *Student Mobility, *Study Abroad, Undergraduate Study

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. The report discusses the response of colleges and universities in the United States to the needs of graduate students to become equipped to make personal and and public policy decisions as citizens of an international society. It notes that curriculum changes in higher education are showing greater enhancements of the international experience in the classroom and a tightening of foreign language standards. Federal spending in undergraduate study abroad has also increased substantially, as well as the U.S. commitment to working with the Economic Community and the United Nations Educational, Scientific, and Cultural Organization to standardize educational credential reporting, licensing, and certification. Steps that faculty and administrators can take in this environment include widening the curriculum to expose students to other cultures, widening opportunities for international contact, and evaluating organizational structures that help or hinder international activities. Contains six references. (GLR)

ED 350 970 HE 025 988

Wilcox, John R. Ebbs, Susan L.

The Leadership Compass. Values and Ethics in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-92-1

Pub Date—Jul 92

Contract—RI88062014

Note—4p.; For the full length report, see ED 347 955.

Available from—Publications Department, ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Colleges, *Educational Environment, Educational Responsibility, *Ethical Instruction, Faculty College Relationship, Higher Education, Institutional Mission, *Institutional Role, Leadership, *Moral Values, Role Conflict, Role of Education, Social Environment, Student School Relationship, Universities

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It explains that institutions of higher education have a moral responsibility as disseminators of knowledge to foster proper values and ethical thinking in its students for the well-being of society. The collegiate ethos, the practices and customs of the institution, are important in fostering responsibility for individual and social welfare. The scholar's role is crucial because of his or her power to define reality for and exercise control over society in general and students in particular. Often ethical problems exist due to the competing needs of the various roles inherent in the scholar, involving teaching, discovery, application, and integration. To assist in dealing with these problems, the institution itself must take a leadership role by: properly formulating mission statements based on ethical practices and concerns; fostering collaboration among all faculty, administrators, staff, and students to work with the values necessary for institutional effectiveness and overall integrity; and employing the use of models of ethical decision making. The academic environment must foster the importance of human dignity, nourishment of growth and achievement, and respect of others. Such an environment is defined as a learning community. Contains 10 references. (GLR)

ED 350 887 FL 800 558

Taylor, Marcia

The Language Experience Approach and Adult Learners. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-92-01

Pub Date—Jun 92

Contract—RI89166001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, *English (Second Language), *Language Experience Approach, *Literacy, Oral Language, Second Language Instruction, *Teaching Methods

Identifiers—ERIC Digests

This Digest focuses on using the language experience approach for teaching adult English-as-a-Second-Language (ESL) learners. The language experience approach (LEA) is a whole language approach that promotes reading and writing through the use of personal experiences and oral language. It can be used in tutorial or classroom settings with homogeneous or heterogenous groups of learners. Specific sections of the digest look at the following: (1) features of the language experience approach; (2) LEA with ESL learners; and (3) two variations of LEA (personal experience and group experience). It is conclude that although the LEA was developed primarily as a tool for reading development, this technique can be used successfully to develop listening, speaking, and writing as well. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 350 886 FL 800 557

Cumming, Alister

Access to Literacy for Language Minority Adults. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-92-02

Pub Date—Jun 92

Contract—RI89166001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, English (Second Language), *Females, *Immigrants, *Literacy Education, *Minority Groups, Program Descriptions

Identifiers—ERIC Digests, *North America

This Digest describes factors that may restrict access to adult literacy education in North America and discusses several potential solutions to these problems from programs that have aimed to provide adult literacy instruction to specific minority groups. Although the barriers and potential solutions apply to all minority groups, two populations often considered "at risk"-immigrant women and involuntary minorities-are given particular attention. (Contains 18 references.) (ERIC Adjunct Clearinghouse on Literacy Education) (VWL)

ED 350 885 FL 020 893

Myths and Misconceptions about Second Language Learning. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-10

Pub Date—Dec 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, Child Language, *Cognitive Ability, Elementary Secondary Education, *Language Attitudes, *Learning Processes, Learning Strategies, *Second Language Learning, *Second Languages, Speech Skills, *Teacher Expectations of Students

Identifiers—ERIC Digests

Research on second language learning has shown that several myths about how children learn languages exist. Among these mistaken ideas are that: (1) children learn second languages quickly and easily; (2) the younger the child, the more skilled he will become in acquiring a second language; (3) the more time students spend in a second language context, the more quickly they learn the language; (4) children have acquired a second language once they can speak it; and (5) all children learn a second language in the same way. Teachers need to be aware of these misconceptions and realize that quick and easy solutions are not appropriate for complex problems. Intuitive assumptions are often mistaken, and children can be harmed if teachers have unrealistic expectations of the second language learning process and its relationship to the acquisition of other academic skills and knowledge. Second language learning by school-age children takes longer, is harder, and involves more effort than many teachers understand. Educators should focus on the opportunity for language learning and cultural understanding that cultural diversity provides. Diverse children enrich our schools and our understanding of education in general. (MSE)

ED 350 884 FL 020 892

Lewelling, Vickie W.

English Plus. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-09

Pub Date—Dec 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Bilingualism, Civil Liberties, Constitutional Law, Cultural Differences, English (Second Language), Federal Legislation, Language Planning, *Language Role, *Official Languages, *Public Policy, *Second Languages

Identifiers—English Only Movement, *English Plus Movement, ERIC Digests

Recent efforts to make English the only official language of the United States have spurred an "English Plus" language advocacy movement, based on the belief that all U.S. residents should have the opportunity to become proficient in English and one or more other languages. For non-native English speakers, this means opportunity to acquire proficiency in English and maintain proficiency in their native language(s). Proponents view cultural diversity as a strength. The "Official English" movement seeks to make English the official language of the U.S. by passing a constitutional amendment, repealing bilingual voting requirements, reducing funding for bilingual education, enforcing English language and civics requirements for naturalization, and expanding English language learning opportunities. The movement is spearheaded by two groups, "English First" and "U.S. English." The Official English movement has gained considerable attention but little success at the federal level. However, 16 states have constitutional amendments or statutes making English the official language. The English Plus movement has provided a means for advancing policies supporting linguistic pluralism on state and local levels, and it has received endorsement in counties and municipalities around the country. (MSE)

ED 350 883 FL 020 886

Willetts, Karen

Technology and Second Language Learning. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-07

Pub Date—Dec 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Computer Assisted Instruction, *Computer Networks, Cultural Education, *Educational Technology, *Interactive Video, Language Laboratories, Language Skills, Language Tests, Online Systems, Second Language Instruction, *Second Language Learning, Skill Development, Testing

Identifiers—ERIC Digests

Increasingly, technology is incorporated into second language teaching and learning both in and out of classroom situations. The computer alone has many capabilities for enhancing language learning, but when combined with other technologies, the possibilities multiply for information retrieval, interactive audio- and video-assisted learning, use of local area networks, use of long distance computer networks, and exploitation of satellite broadcasts. Some technologies lend themselves better to acquisition of certain language skills than others. Computers and computer networks are ideal for fostering reading and writing skills in the target language. Addition of audio capabilities to personal computers makes them miniature multimedia units for teaching and testing active listening skills. The visual component, when added to oral/aural components, is useful for developing listening skills and creating cultural awareness. Interactive video enhances development and practice of all language skills. Once the specific technology and skill(s) to be developed have been matched, the appropriate courseware and activity type must be selected or prepared. Different techniques are useful for developing speaking, listening, reading, and writing skills and cultural awareness, and also for testing. Their effectiveness depends on appropriate use by informed educators. (MSE)

ED 350 882 FL 020 885

What Is Linguistics? ERIC Digest. [Revised].

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-08

Pub Date—Dec 92

Contract—RI88062010

Note—4p.; For an earlier version, see ED 278 255.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Applied Linguistics, Language Acquisition, Language Attitudes, Language Patterns, Language Planning, *Language Research, Language Variation, *Linguistics, *Linguistic Theory, *Psycholinguistics, *Sociolinguistics

Identifiers—ERIC Digests

Linguistics is the study of language, as contrasted with knowledge of a specific language. Formal linguistics is the study of the structures and processes of language, or how it works and is organized. Different approaches to formal linguistics include traditional or prescriptive, structural, and generative or transformational perspectives. Formal linguistics includes five principal areas of study: phonetics; phonology; morphology; syntax; and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon. Its major areas of study are: language variation; language and social interaction (with pragmatics, discourse analysis, ethnography of communication as subfields); language attitudes; and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior. Psycholinguists study first and second language acquisition and how humans store and retrieve linguistic information, referred to as verbal processing. In applied linguistics, the findings of theoretical linguistic study are applied to the solution of practical language problems and issues in everyday language use. (MSE)

ED 350 881 FL 020 842

Roca, Ana

Spanish for U.S. Hispanic Bilinguals in Higher Education. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-06

Pub Date—Nov 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingualism, Classroom Techniques, *College Instruction, Higher Education, *Hispanic Americans, *Native Language Instruction, Native Speakers, Program Implementation, *Spanish, Student Motivation, Textbooks

Identifiers—ERIC Digests

This Digest focuses on the teaching of Spanish to U.S. Hispanic bilinguals at the university level. Traditionally, Spanish has been taught as a second or foreign language in the United States, and little attention has been given to developing and coordinating well designed and carefully articulated programs for Hispanic bilingual students of different ethnic backgrounds. The digest looks specifically at student motivation for studying Spanish for native speakers; considerations for implementing instruction in Spanish for native speakers; suggested college-level textbooks; useful ideas for teaching Spanish to native speakers; and existing Spanish for native speakers programs. (VWL)

ED 350 880 FL 020 841

Guntermann, Gail

Developing Tomorrow's Teachers of World Languages. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-92-05

Pub Date—Nov 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Change, Educational Environment, Futures (of Society), *Language Teachers, *Second Language Instruction, *Teacher Education, Teacher Qualifications

Identifiers—ERIC Digests

In order for educational reform to be effective and lasting, teacher education must undergo a transformation, from preservice training to lifelong professional development. Tomorrow's teaching environment will bring new challenges and possibilities, as schools undergo curricular, structural, and cultural changes in order to meet the needs of an increasingly multicultural, multilevel student body in a constantly changing world. Foreign languages should no longer be seen as alien, but as a key force in the new order, and a deeper understanding of world cultures and the dynamics of intercultural communication must take their place in the language teacher's education. Demands for reformation of education come from many quarters. Some changes will occur automatically, as a result of shifting demographics, mainstreaming, and technological, and social developments. In addition, the language teacher's knowledge base can be expected to shift continually, as information expands in disciplines as varied as language acquisition theory and research, learning styles and strategies, intercultural communication, and research on instruction. New teachers entering the field of foreign language education in the next decades will have an unprecedented opportunity to influence the future. Some of the issues addressed are: What should be the language teacher's knowledge base? Who will the teachers be? How will teacher expertise be measured? and Who will be charged with accomplishing the changes, and how can it be done? (Contains 18 references.) (VWL)

ED 350 727 EA 024 455
Gaustad, Joan
School Discipline. ERIC Digest, Number 78.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, *Discipline, *Discipline Policy, Elementary Secondary Education, Sanctions, *School Policy

Ways in which schools can handle student discipline problems are described in this Digest, which asserts that effective strategies aim to encourage responsible behavior and provide all students with a satisfying school experience. The document outlines the school characteristics associated with discipline problems, examines ways to decrease disruptive and increase positive student behavior, discusses the role of administrative leadership, and describes ways to develop and implement a schoolwide discipline plan. (Contains 12 references.) (LMI)

ED 350 726 EA 024 443
Lumsden, Linda S.
Prospects in Principal Preparation. ERIC Digest, Number 77.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-10
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Education, *Administrator Effectiveness, *Decision Making Skills, Educational Administration, Elementary Secondary Education, *Leadership Training, *Principals, Problem Solving
Identifiers—ERIC Digests

Prospects for making formal principal preparation programs more relevant to actual administrator experience are described in this Digest. First, some of the deficiencies of traditional preparation programs are outlined. Next, ways in which shared decision making and decentralization have affected principals' preservice training needs are described. Subsequent sections discuss the application of problem-based learning to educational administrator training programs, the need for strategic thinking skills, and the importance of collaboration among state agencies, school districts, professional associations, and other agencies for fundamental change. (Contains 7 references.) (LMI)

ED 350 717 EA 024 426
Renchler, Ron
Financial Equity in the Schools. ERIC Digest, Number 76.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-9
Pub Date—Dec 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Court Litigation, *Educational Equity (Finance), *Educational Finance, *Educational Opportunities, Elementary Secondary Education, Equalization Aid, Expenditure per Student, Finance Reform, *School District Spending
Identifiers—ERIC Digests

Issues in school funding inequities are discussed in this Digest, which points out that funding inequity exists among inner-city, rural, and urban schools. The extent of the disparities that exist in per-pupil spending between wealthy and poor school districts within states is described. Reasons for funding inequities include the built-in inequity of school district financing and the inefficiency of the state equalizing formulas. A review of recent court rulings between 1968 and 1990 reveals that although the courts overturned many financing plans, clear guidelines for remedying the fiscal inequity have not been provided. A review of literature indicates that school expenditures per se are not generally related to improved student academic performance. However, the way in which educational funding is used affects student achievement. Future issues to be addressed are financial equity across states and among schools at the state level. (Contains 11 references.) (LMI)

ED 350 598 CS 011 091
Thomas, Robert L.
Cross-Age and Peer Tutoring. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-93-01
Pub Date—93
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Age Teaching, Elementary Secondary Education, Instructional Effectiveness, *Language Arts, *Peer Teaching, Program Descriptions, *Tutoring
Identifiers—ERIC Digests

Answering a variety of questions about cross-age and peer tutoring, this digest provides information on how tutoring programs are organized, how to start programs, why tutoring programs are effective, and what the critical ingredients of peer programs are. The digest briefly discusses two examples of effective programs recognized by the National Diffusion Network (1992), as well as a program focusing on the language arts, particularly reading and oral comprehension, and using language-based games and activities. (RS)

ED 350 528 CG 024 582
Gladding, Samuel T.
The Expressive Arts in Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-CG-92-3
Pub Date—30 Jun 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Expression, *Art Therapy, *Counseling Techniques, *Creative Art
Identifiers—ERIC Digests

Art has played a part in the helping professions since ancient times. In recent times, there has been renewed interest in the use of the arts in counseling, especially art forms that are considered "expressive." Counselors can help their clients develop their potential through concrete and abstract verbal and nonverbal art forms. To do so, it is important for counselors to understand the arts and how they can be useful in counseling. The expressive arts consist of verbal and nonverbal ways of representing feelings. The most well known verbal arts are drama and literature, while the best known nonverbal arts are music, dance, imagery, and visual expression (drawing, painting, sculpting). While there are numerous ways to use the expressive arts in counseling, the needs of the client, the skills of the counselor, and the nature of the problem must be main considerations when using the arts therapeutically. Expressive arts can be used on primary, secondary, and tertiary levels of prevention in all forms of counseling. Counselors must be aware of the limitations as well as the strengths of using the expressive arts in counseling. (NB)

ED 350 527 CG 024 581
Brammer, Lawrence M.
Coping with Life Transitions. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-CG-92-2
Pub Date—15 Apr 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Change, *Coping, *Life Events
Identifiers—ERIC Digests, *Life Transitions

A transition is a short-term life change characterized by a sharp discontinuity with the past. Examples of transitions include job changes, marriages, births, divorces, death, vacations, and relocation. Transitions can be either positive or negative, voluntary or involuntary, on-time or off-time. Life transitions can be viewed by using metaphors from classical literature. Counselors can help clients to view their transitions in terms of personally meaningful metaphors and as significant learning events on their lifelines. Another way to characterize a life transition is through the social interaction model in which a transition is examined in regard to how the person appraises the event, the nature of the transition itself, coping resources, and the personal characteristics of the person and environment. A third way to view transitions construes the transition as a process of fairly predictable stages that overlap one another. Coping attitudes and skills can help individuals adjust to the transitions in their lives. The key goal for counselors is to teach clients the skills needed to conceptualize the nature of their transitions and the skills to cope with various stages in the process. The anticipated outcome is client self-management. (NB)

ED 350 526 CG 024 580
Smith, Robert L. Stevens-Smith, Patricia
Basic Techniques in Marriage and Family Counseling and Therapy. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-CG-92-1
Pub Date—15 Apr 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Counselor Role, *Family Counseling, *Marriage Counseling

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Identifiers—ERIC Digests

Counselors working in the areas of marriage and family counseling and therapy are expected to work effectively with couples and families experiencing a variety of issues and problems. Structural, strategic, and transgenerational family therapists may seem to be operating in similar manners, and it appears that many practicing family therapists go beyond the limited number of techniques usually associated with a single theoretical position. A variety of counseling techniques are available to help the family therapist mobilize the family and promote change. Examples of techniques that family therapists practice include the genogram; the family floor plans; reframing; tracking; communication skill-building techniques; family sculpting; the use of family photographs; helping families set aside special days, mini-vacations, or special outings; the empty chair technique; family choreography; family council meetings; strategic alliances; prescribing indecision; and putting the client in control of the symptom. Counselors can take these techniques and customize them according to the presenting problems they are handling. Creative judgment and personalization of application are encouraged. (NB)

ED 350 491 CG 024 514
CounselorQuest Update Pack '93.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[93]
Contract—RI88062011
Note—89p.
Available from—ERIC/CAPS Publications, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 ($5.95).
Pub Type— Collected Works - General (020) — Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—*Counseling, Counseling Services, Counselor Role, *Counselors, Elementary Secondary Education, Higher Education, School Counseling, Student Personnel Services
Identifiers—ERIC Digests

This set of digests includes 35 two-page articles in the areas of counseling programs and practices; theory and research; and professional development. Fourteen articles are presented in the area of programs and practices. These range from the efficacy of school-based drug education programs to learning styles counseling. Six articles are presented in the area of theory and research. These range from challenging troublesome career beliefs to qualitative research in student affairs. Fifteen articles are presented in the area of professional development. These articles range from accreditation of college and university counseling services to marketing oneself as a professional counselor. The digests were originally published in 1991 and 1992. Suggestions for their use are included. (ABL)

ED 350 490 CE 062 428
Imel, Susan
Small Groups in Adult Literacy and Basic Education. ERIC Digest No. 130.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-130
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Learning, *Adult Literacy, *Cooperative Learning, Illiteracy, Learning Strategies, *Literacy Education, Program Implementation, *Small Group Instruction, Student Participation, *Teaching Methods
Identifiers—ERIC Digests

The use of small groups in adult literacy and basic education has been stimulated by a desire to provide a more learner-centered and collaborative learning environment. Another set of factors promoting their use is related to increased use of language experience or whole language as instructional approaches in adult literacy and basic education. Major advantages of the small group approach are as follows: it allows for integration of critical thinking, permits learners to expand their repertoire of learning strategies, breaks down the isolation and provides peer support, enhances learners' self-esteem, and creates a cooperative participative environment. There are three major disadvantages: difficulty in accommodating a wide range of needs and abilities; reconciliation of individuals' needs with the group's needs; negotiation of a learner-centered curriculum; and more preparation time. Effective groups are small, learner centered, experiential, cooperative, and participatory. Implementation considerations include selecting and training leaders, assigning learners to groups, choosing materials, and assessing learner progress. (Some resources for further information about the small group approach are listed. Nine references are included.) (YLB)

ED 350 489 CE 062 427
Boggs, David L.
Adult Civic Education. ERIC Digest No. 129.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-129
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activism, Adult Education, Advocacy, *Citizen Participation, Citizen Role, *Citizenship Education, Citizenship Responsibility, *Civics, Democracy, Public Policy, Social Action, *Values Education
Identifiers—ERIC Digests

Civic knowledge, skills, and the disposition to use them to achieve a vision of the community that is desired can be furthered through purposefully structured civic education. Informed judgment and action with regard to the public's affairs is the goal of adult civic education. The integral elements of adult civic education are information, values, and action. An objective in adult civic education should be to help citizens learn how to use the aid of experts and qualified professionals in making public policy decisions while limiting it to citizen review and control. Another problem for adult civic education is to help learners develop civic virtue as a basis for acting when their involvement in a public issue in the first place is often driven by emotional investment in a special interest, deflecting attention from a larger view of public responsibilities. The ultimate objective of civic education is to help citizens learn to be morally responsible actors. Adult educators have responsibility to serve as advocates, not of specific choices or solutions to public issues, but of thoughtful and deliberate choice that is a prelude to action. (YLB)

ED 350 488 - CE 062 426
Wonacott, Michael E.
Career Education and Applied Academics. ERIC Digest No. 128.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-128
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, Apprenticeships, Basic Skills, Career Development, *Career Education, Career Guidance, *Education Work Relationship, Employment Potential, Futures (of Society), *Integrated Curriculum, Job Skills, Labor Force Development, Occupational Information, Postsecondary Education, Secondary Education, Technology, *Vocational Education
Identifiers—ERIC Digests

In many respects, career education has never been needed more than it is today. The need to keep abreast of technological change and to participate effectively in today's high-performance workplace requires each worker to possess a set of basic competencies and a foundation of skills and personal qualities. The competencies, foundation skills, and qualities identified by the Secretary's Commission on Achieving Necessary Skills encompass two key tenets of career education–infusion and careers emphasis. These two principles are critical in developing the work force. Although not specifically termed infusion, the following career programs incorporate the concepts of integration of academic and vocational education and can make vital contributions in preparing workers for the changing workplace: career information and guidance systems, youth apprenticeship, youth community service, career-oriented secondary school programs and curricula, and tech prep. The benefits of career education can probably best be maximized by working with educators in other disciplines. (Contains 10 references.) (YLB)

ED 350 487 CE 062 425
Kerka, Sandra
Higher Order Thinking Skills in Vocational Education. ERIC Digest No. 127.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-127
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Classroom Techniques, *Critical Thinking, Postsecondary Education, *Role of Education, Secondary Education, *Teacher Role, Teaching Methods, *Thinking Skills, *Vocational Education, Vocational Education Teachers
Identifiers—ERIC Digests

The skills most often mentioned in definitions of critical thinking are the ability to think creatively, make decisions, solve problems, visualize, reason, analyze, interpret, and know how to learn. Vocational education should be involved in developing thinking skills for the following reasons: occupations are becoming more reliant on cognitive capacities; the changing work environment requires flexibility and adaptability to changing conditions; and vocational education provides a real-world context for cognitive development. Teaching strategies to develop these skills can be based on three types of cognitive theories: information processing, knowledge structure, and social history. Johnson and Thomas (1992) present five general principles and related teaching methods that integrate all three: help students organize knowledge, build on what students already know, facilitate information processing, facilitate deep thinking through elaboration, and make thinking processes explicit. Teacher behaviors that promote cognitive development and characteristics of classroom environments that support higher order thinking have been identified. Applications in vocational education go beyond giving a lesson or two on thinking skills, as examples in technology education, home economics, agriculture, and cooperative education show. (Contains 11 references.) (YLB)

ED 350 380 UD 028 909
Inger, Morton
Increasing the School Involvement of Hispanic Parents. ERIC/CUE Digest Number 80.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-92-3; ISSN-0889-8049
Pub Date—Aug 92
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Economically Disadvantaged, Educational Discrimination, Elementary Secondary Education, Ethnic Discrimination, Family Characteristics, Family Role, Guidelines, *Hispanic Americans, *Limited English Speaking, *Low Income Groups, Outreach Programs, Parent Attitudes, *Parent Participation, Parent School Relationship, *School Role, *Spanish Speaking
Identifiers—ERIC Digests

A review was undertaken of strategies for increasing Hispanic American parental involvement in their children's schools. Despite the continued strong extended family support for child rearing in the Hispanic American community, parent participation in their children's education is quite low.

Studies show that many Hispanic Americans regard the educational institution as one in which they can have no influence. School personnel have interpreted a general reserve on the part of Hispanic American parents to mean a lack of interest in education. Other research indicates that the extended Hispanic American family is a possibly important resource for schools seeking the support of their parent community. Examples of school efforts to remove barriers to Hispanic American family participation have included parent training sessions, adult literacy programs, and several programs supported by private Hispanic American organizations. Extensive recommendations culled from the efforts of educators and community groups include easy participation, extra manpower for outreach efforts, gradually increasing involvement for parents, personal efforts to involve parents, home visits, first meeting at a site away from school, and agenda that are developed from the parents' concerns as well as the schools' concerns. Included are a list of five resource agencies and six references. (JB)

ED 350 250 SO 022 674
Zimmerman, Enid Clark, Gilbert
Resources for Teaching Art from a Multicultural Point of View.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 92
Contract—RI88062009
Note—6p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Art Education, Arts Centers, Curriculum Development, *Educational Resources, Elementary Secondary Education, Instructional Materials, *Multicultural Education, Resource Centers, *Teaching Methods

Teaching art from a multicultural point of view can enhance art curricula by celebrating diversity and promoting social equity for all students. This bulletin is written in two parts. In part 1, ideas are presented to help art teachers use resources that reflect a multicultural point of view. In part 2, a bibliography of instructional resources is annotated to help teachers make selections and extend their curricula with multicultural concepts. (Author)

ED 349 774 EC 301 520
Visual Impairments. ERIC Digest #E511.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-92-1
Pub Date—Aug 92
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1 each, minimum order $5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Blindness, Child Development, Cognitive Development, Definitions, *Educational Needs, Elementary Secondary Education, Individual Characteristics, *Partial Vision, Social Development, *Student Characteristics, *Visual Impairments
Identifiers—ERIC Digests

This digest provides basic information and resources on visual impairments. Legal and educational definitions are given for "legally blind," "partially sighted," "visually handicapped," "blind," and "low vision". Typical characteristics of individuals with visual impairments in the areas of cognitive and social development are noted. Educational implications are identified, including mainstreaming, special services needed, and effects of additional disabilities. Fourteen organizational resources are listed and a bibliography of six items is provided. (DB)

ED 348 368 SP 034 050
Overby, Lynnette Young
Status of Dance in Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-5
Pub Date—Sep 92
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Pluralism, Curriculum Design, *Dance Education, *Educational Benefits, Educational Practices, Elementary Secondary Education, Guidelines, Higher Education, Magnet Schools, Physical Education, Research Needs, Teacher Certification, Teacher Education Programs
Identifiers—ERIC Digests

This Digest introduces dance as an art form characterized by use of the human body as a vehicle of expression. Organized into three sections, the first examines the rationale for dance programs in education, presenting opportunities for development of critical thinking and analytical skills; cooperation and teamwork; self-expression and self-esteem; organization and problem solving; cultural literacy; and communicating emotions through movement. Section 2 discusses the status of dance education. Fifteen states have developed dance curriculum guidelines. Many of the curriculum guides contain specific content, goals, objectives, and limited measurable outcomes for such areas as techniques for social, modern, and ethnic dance; aesthetic perception; kinesthetic sense; creative expression; choreography; and dance criticism. In elementary and secondary schools dance is usually taught as part of the physical education curriculum by physical educators. A number of magnet programs, located throughout the country, draw students because of a special interest or ability. The final section, on issues in dance education, addresses professional preparation; teacher certification; multiculturalism in dance education; and research needs. (LL)

ED 348 328 SO 022 671
MacGregor, Ronald N.
Post-Modernism, Art Educators, and Art Education. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-9
Pub Date—Sep 92
Contract—RI88062009
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Art Criticism, *Art Education, *Art History, Artists, Art Products, Art Teachers, *Curriculum Development, *Educational Theories, Elementary Secondary Education, *Teaching Methods
Identifiers—ERIC Digests, *Postmodernism

This ERIC digest explores aspects of post-modernism in art and art education. The adoption of post-modern attitudes by art educators must result in the generation of different, but no less difficult questions about the nature of formal education. Support for this argument comes from recent art education publications supplemented by relevant, but more general, material about post-modernism. A 9-item list of references is included. (Author)

ED 348 320 SO 022 568
Gottlieb, Stephen S.
Teaching about the Constitutional Rights of Students. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-6
Pub Date—Aug 92
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civil Liberties, Constitutional History, *Constitutional Law, Juvenile Justice, *Law Related Education, Secondary Education, *Student Rights, Teaching Methods, United States History
Identifiers—*Bill of Rights, ERIC Digests, *United States Constitution

This ERIC digest presents a rationale for teaching students about their rights and responsibilities as citizens under the U.S. Constitution. Social studies teachers have a special role in shaping the lives of young citizens and influencing whether students become politically involved adults. Specific constitutional rights such as the right of a criminal suspect to legal representation and the bar on the imposition of cruel and unusual punishment are raised as important subjects for students to understand. Methods of teaching about these rights are suggested. Student rights and responsibilities under the U.S. Constitution also are discussed. (DB)

ED 348 319 SO 022 542
Schlene, Vickie J.
World War II in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-5
Pub Date—Jun 92
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Educational Objectives, *History Instruction, Secondary Education, Social Studies, Student Educational Objectives, Teaching Methods, *United States History, World History, *World War II
Identifiers—ERIC Digests

In 1991, the 50th anniversary of the United States' entrance into World War II was observed. This is an opportune time to reevaluate and renew the teaching of this cataclysmic event. Most people have been affected by the political, economic, and social consequences of the War. But perhaps the most important reason to rededicate ourselves to teaching about World War II is that the experience is still near enough in time to provide retrospective interest for those who lived through it and to spark intellectual curiosity among those unborn at the time. (Author)

ED 348 318 SO 022 541
Stotsky, Sandra
The Connections between Language Education and Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-4
Pub Date—May 92
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Curriculum Development, Educational Objectives, Elementary Secondary Education, English Curriculum, Ethical Instruction, *Language Arts, Language Skills, *Literature, Skill Development, Social Studies, Student Educational Objectives, Teaching Methods, *Values Education
Identifiers—ERIC Digests

Civic education "means explicit and continuing study of the basic concepts and values underlying our democratic political community and constitutional order" (Butts 1988, 184). It draws its content chiefly from four disciplines: political science, jurisprudence, history, and economics. Political science and jurisprudence provide an understanding of ideas, institutions, and procedures about law and government that protect individual rights and promote a government based on law, majority rule with minority rights, and the public good. The study of history gives us knowledge of our country's past, who we are as a people, and our successes and failures in realizing our country's political and legal ideals. And economics offers knowledge about how to use scarce resources to satisfy human needs and wants within a constitutional government based on the values of democracy and individual rights. However, language education, too, makes an important contribution to civic education. (Author)

BEST COPY AVAILABLE

ED 348 317 SO 022 540
Patrick, John J.
Teaching about the Voyages of Columbus. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-3
Pub Date—Apr 92
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Educational Change, Educational Objectives, *Educational Resources, Elementary Secondary Education, Geographic Concepts, Historiography, *History Instruction, Instructional Materials, Social Studies, *Teaching Methods, *World History
Identifiers—*Columbus (Christopher), *Columbus Quincentenary, ERIC Digests

The voyage of Columbus in 1492 is a turning point in world history. After 1492, people and civilizations of long-separated regions began to develop connections that have led to the incipient global community of the 1990s. It is their global significance that justifies a prominent place in today's curriculum for the four voyages of Columbus to the Western Hemisphere, not the mere fact of their 500th anniversary in 1992 and thereafter. Educators, therefore, should use the Columbian Quincentenary as a ripe time to renew and reform teaching and learning about these events of long ago that still affect most peoples and places of our world today. (Author)

ED 348 202 RC 018 910
Hodgkinson, Harold
The Current Condition of Native Americans. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-7
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, *American Indian Education, *American Indians, Census Figures, *Demography, Elementary Secondary Education, Employment, Health, Higher Education, Population Trends
Identifiers—ERIC Digests, *Native Americans

This digest provides an overview of Native American demography, education, employment, and health conditions. In the 1990 census, 1.9 million Americans claimed American Indian status and over 5 million indicated Indian descent. About 637,000 lived on reservations or trust lands, while over 250,000 lived in cities. Half of Native Americans lived in 6 states and belonged to 10 of the over 500 U.S. tribes and bands. The Navajo reservation, by far the largest, had 143,000 residents. American Indians were about 7 years younger and had a fertility rate about twice the U.S. average (but the birthrate is not increasing). Infant mortality has decreased drastically in recent years, resulting in a large increase of young Natives. The Native death rate from alcohol-related causes was three times higher than in the general population. Native Americans on reservations and in rural areas have high unemployment and poverty rates, but many are starting new businesses. Tribal control or influence over elementary and secondary education of Indian children is increasing, and some public schools are becoming more responsive to the special needs of Indian students. There has been a major increase in Native American college attendance; attendance reached 103,000 in 1990, and the 24 tribal colleges have rapidly increasing enrollments. Native American world views differ markedly from European-based beliefs but seem to be moving into the mainstream. The current generation of Native youth must choose between traditional Native and mainstream American lifestyles, or struggle to balance productive elements of both. (SV)

ED 348 201 RC 018 909
Grant, Agnes Gillespie, LaVina
Using Literature by American Indians and Alaska Natives in Secondary Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-6
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, American Indian Culture, American Indian History, *American Indian Literature, American Indians, *Cultural Education, *Ethnic Stereotypes, *Multicultural Education, Racial Bias, Secondary Education, Social Attitudes, Social Integration
Identifiers—ERIC Digests, Literary Canon

Literature is a powerful vehicle for the transmission and interpretation of culture. Reading a variety of literature helps students to understand the principles underpinning values and traditions of their own culture and the cultures of others. Studying the myths, legends, and songs of traditional Native literature helps readers understand contemporary Native literature and appreciate its differences from the mainstream. However, the accepted canons of literature exclude works by American Indians and Alaska Natives. Furthermore, the few literary works about Native Americans that have secured a place in the secondary school curriculum were written by non-Natives, are unauthentic, portray cultural information inaccurately, and perpetuate negative stereotypes. Over the centuries, the stereotypical Native American in literature has shifted from simple, superstitious child of God to blood-thirsty savage to noble savage to victimized dispossessed nomad. Non-Native writers today continue to portray Native people as the "other" when they acknowledge their existence at all. It is only by creating and widely circulating their own literature that Native peoples can become a part of the American "ourness" and take their rightful place in the American literary canon. It is time for secondary schools to introduce their students to the growing body of Native literature. This digest contains 17 references and suggested readings for secondary students. (SV)

ED 348 200 RC 018 908
Escamilla, Kathy
Integrating Mexican-American History and Culture into the Social Studies Classroom. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Report No.—EDO-RC-92-5
Pub Date—Sep 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cultural Education, Curriculum Evaluation, Educational Environment, Elementary Secondary Education, Faculty Development, Mexican American Education, *Mexican American History, *Mexican Americans, *Multicultural Education, *Social Studies, Teacher Education
Identifiers—ERIC Digests

This digest discusses the integration of Mexican-American history and culture into social studies curriculum. Teaching Mexican-American history and culture is a means of improving educational attainment among Mexican-Americans, of developing "ethnic literacy" among all students, and helping them understand their uniqueness while improving their self-esteem. It is important to select texts and other curriculum materials that accurately and realistically represent the Mexican-American experience. Many such classroom materials present information that is of superficial value or that portrays Mexican-Americans in unrealistic "hero" or "victim" roles. Aside from good curriculum materials, it is recommended that teachers and other educators have effective preservice and inservice training for teaching Mexican-American history and culture. Also important is a favorable school environment, fostered by extracurricular activities and other cultural events reflecting values of ethnic diversity. In conclusion, integrating Mexican-American history and culture into social studies is an important goal that requires effective staff development, a healthy school environment, and accurate materials that represent the diversity of the Mexican-American experience. This digest includes an examplar bibliography. (TES)

ED 348 199 RC 018 907
Pavel, D. Michael
The Emerging Role of Tribal College Libraries in Indian Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-4
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, *College Libraries, Community Colleges, Community Resources, *Developing Institutions, Elementary Secondary Education, Higher Education, *Institutional Cooperation, Library Development, *Library Role, Tribes
Identifiers—ERIC Digests, *Tribally Controlled Schools

Two recent studies clarify the growing importance of tribal college libraries in the overall tribal effort to educate Indian people. Cheryl Duran (1991) applied Flamholtz's organizational development model to the role of libraries in the development of tribal colleges. During the new venture, expansion, professional, and consolidation stages, respectively, tribal college libraries determine the information needs of the college and community, develop basic library resources and capabilities, satisfy standards for accreditation and acceptance within the larger educational community, and forge working relationships among themselves and other non-Indian institutions. Cheryl Metoyer-Duran (1992) interviewed tribal college presidents about the expanding role of tribal college libraries in Indian communities. Tribal college presidents reported that the activities of these libraries are related to the preservation of tribal culture, tribal economic development efforts, and developing information resources and providing services for local elementary and secondary schools and the community. Libraries are an important part of the ongoing crusade for self-determination. Their presence influences curriculum, instruction, and administration at all levels of Indian education. (SV)

ED 348 198 RC 018 906
Knapp, Clifford E.
Thinking in Outdoor Inquiry. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-3
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Experiential Learning, *Learning Processes, *Learning Strategies, *Learning Theories, *Outdoor Education, Teaching Methods, *Thinking Skills
Identifiers—*Constructivist Learning, *Constructivist Theory, ERIC Digests

This digest contrasts the traditional view of learning characteristic of classroom instruction with the emerging "constructivist" view that emphasizes the understanding of how and why students learn. The latter takes learning as a knowledge construction process that closely relates to prior knowledge and the learning context. It lends itself to outdoor education in helping students develop the skills and dispositions of thinking. Cognitive and social psychology research findings support the practice of outdoor education. Outdoor educators are uniquely qualified to apply these findings to their practice, as outdoor education provides a meaningful context in which students are directly involved in knowledge construction. Outdoor educators should review and sample the many programs available to teach thinking skills in order to discover appropriate theoretical bases for their students, the settings in which they teach, and for their own teaching styles. If the emerging literature on thinking is correct about learning, teachers will eventually use what they learn to construct their own instructional models and routines. Sample applications to outdoor inquiry include meeting experts on the job, thinking aloud together, forming concepts from experience, examining natural and cultural objects, using outdoor social groups, and generating interesting questions. (LP)

ED 348 197 RC 018 905
Pavel, D. Michael
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Report No.—EDO-RC-92-2
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alaska Natives, *American Indians, *College Attendance, *College Graduates, Educational Attainment, *Equal Education, Faculty Advisers, Higher Education, Longitudinal Studies, Measurement, Racial Differences, *School Holding Power, Secondary Education
Identifiers—ERIC Digests

Achieving equity in the number of American Indian and Alaskan Native students who enter college and subsequently graduate is important to Natives and to the nation as a whole. Based on institutional data and demographic data, state equity scores for enrollment (ESEs) and state equity scores for graduation (ESGs) were computed for seven states with relatively large Native populations. The findings indicate that, in general, the number of Native students enrolled in four-year institutions needs to double in order to achieve equity of Native enrollment in the 1990s, and the number of students graduating from four-year institutions needs to increase considerably for Natives to attain equity. Two longitudinal studies examined time-dependent factors that influence postsecondary enrollment and graduation. McEvans and Astin found that Native students were likely to enroll in public four-year colleges and universities, and to have the lowest retention rates among all ethnic groups. Pavel and Padilla's study suggested that both intentions in high school and academic integration on campus are central to postsecondary outcomes. Several qualitative studies suggest that ethnic enclaves help minority students "scale down" the complexities of the campus environment and that advisors chosen by students who were ethnically matched to them were most effective. Achieving equity in participation and graduation also depends on maintaining continuity with K-12 schools in terms of parental involvement, community-based curriculum, appropriate teaching styles, and caring teachers and administrators. (KS)

ED 348 196 RC 018 904
Oliver, Jenny Penney Howley, Craig
Charting New Maps: Multicultural Education in Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-92-1
Pub Date—Aug 92
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Education, *Cultural Awareness, *Cultural Education, *Cultural Pluralism, Culture, Elementary Secondary Education, *Multicultural Education, *Role of Education, Rural Education, *Rural Schools, Social Attitudes
Identifiers—ERIC Digests

This digest reviews the concepts of "culture" and "multicultural education" and advocates multicultural education for rural schools. Culture applies to any group with coherent norms and traditions that help members engage the world around them. Multicultural education seeks to create an environment in which students can understand, respect, and ultimately value cultural diversity. Multicultural education in rural schools merits attention for several reasons, including the changing character of rural life and educational needs and the increasing ethnic and cultural diversity of American society. Three considerations bear on making multicultural education work in rural schools: (1) to reduce cultural isolation and to gain a multicultural perspective, students should first learn about their own culture in order for them to understand and respect other cultures; (2) school practices to address cultural diversity are varied, but attention to the following areas are critical for success–mission, staffing, curriculum and instruction, home and community linkages, extracurricular activities, and student characteristics; and (3) evidence exists that multicultural education is important in making schooling more relevant, decreasing racial stereotyping, and increasing the self-confidence of ethnic minority students. Multicultural education can help individuals and communities value and preserve their own cultural uniqueness and can also serve the same function more generally so that the American multiculutural society values and preserves itself. (LP)

ED 348 165 PS 020 744
Chattin-McNichols, John
Montessori Programs in Public Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-7
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission Criteria, Cooperation, *Elementary Education, Enrollment, Instructional Materials, *Montessori Method, Preschool Education, *Public Schools, Student Responsibility, Teacher Education, *Teacher Shortage, Teaching Methods
Identifiers—ERIC Digests, Mixed Age Groups

The first Montessori school was founded in Rome in 1907. There was interest in Montessori's methods in the United States between 1910 and 1920, but these methods were forgotten until after 1950, when a second Montessori movement began in the United States. Some schools with Montessori programs are affiliated with the Association Montessori Internationale or the American Montessori Society. Most public elementary schools, however, have no such affiliation. Characteristics of elementary Montessori schools include: (1) students' involvement in individual or small group activity of their choice; (2) an attitude of cooperation rather than competition; (3) an emphasis on student's individual responsibility; and (4) a 3-year range in the age of students. Data from a study of 63 school districts that offered Montessori programs during school year 1990-91 are cited. Problems related to the implementation of Montessori programs in public schools are then discussed. One problem is that of admission criteria, especially the question of whether only children who have had preschool Montessori experience should be enrolled in elementary Montessori programs. However, the greatest problem in starting and maintaining a public school Montessori program is the lack of qualified teachers. Research indicates that in spite of these difficulties, Montessori programs are a popular alternative to traditional public school education. (BC)

ED 348 129 JC 920 479
Ignash, Jan
In the Shadow of Baccalaureate Institutions. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-02
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Bias, College Transfer Students, *Community Colleges, *Educational Attitudes, Higher Education, *Institutional Cooperation, Prestige, Professional Recognition, *Status, Two Year Colleges, *Universities
Identifiers—ERIC Digests

Interfering with the ability of community colleges to face the challenges involved in fulfilling their multiple missions is the fact that the colleges are often regarded as "inferior" when compared to four-year baccalaureate institutions. Ironically, many of the concessions that community colleges have made to gain stature have hurt, rather than enhanced, their image. Shifting to the academic calendar, and to a collegiate credit system, has hindered occupational program delivery, while adopting general education requirements has exacerbated credit transfer problems for community college transfer students. In no area is the imbalance of status felt more deeply than transfer. Faculty at four-year schools often regard community college transfer students as inferior, even though they perform as well academically as native students. Moreover, four-year institutions dominate decisions about transfer and are unlikely to relinquish control unless forced to do so by accrediting agencies or state mandate. This imbalance of power has suppressed the community colleges' freedom to set curriculum, particularly limiting interdisciplinary and innovative course offerings. Yet, community colleges continue to serve successfully a diverse and growing population, performing critical and often disparate functions under heavy constraints. Examples of positive collaboration between two- and four-year institutions do exist. Community colleges need not live in the shadow of baccalaureate institutions; equal partnership between two- and four-year schools is vital to achieving effective education for the nation's citizens. (MAB)

ED 348 128 JC 920 478
Hirose, Shannon
Critical Thinking in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-92-01
Pub Date—Sep 92
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *College Programs, Community Colleges, Controversial Issues (Course Content), *Critical Thinking, Educational Change, *Instructional Improvement, Program Descriptions, *Teaching Methods, Two Year Colleges
Identifiers—ERIC Digests

Practitioners at all levels of education have begun to recognize that addressing the complex social and environmental problems of the future will require individuals capable of reflective and critical thought. Critical thinking has been defined as utilizing a number of cognitive processes and attitudes that undergird intelligent action in diverse situations and fields. Critical thinkers are able to discern the thought patterns and beliefs in the works of others, and to reflect upon their own beliefs, decisions, and actions. Much of community college instruction is delivered through traditional lectures, which promote lower-order learning involving rote memorization. In order to facilitate critical thinking, instructors will need to change their means of presenting information, by emphasizing open-ended questions and other techniques that encourage analysis, problem-solving, conceptualization, self-reflection, and the application of knowledge to the real world. Some educators contend that writing is crucial to critical thinking, because the act of producing written work stimulates new thinking and new discoveries. Others suggest focusing on students' "why" questions, having students analyze the information presented in the textbook to identify the forms of inquiry used to generate it, examine critical analyses of texts, and develop their own criticisms drawing on personal experience. Many community colleges have begun to implement critical thinking programs of their own, most of which begin with seminars for the instructors, focusing on curriculum redesign, coaching, evaluation, and follow-up. Promoting critical thinking will require changes not only in teaching practices, but also in the curricula and mission of community colleges. (MAB)

ED 348 054 IR 054 273

Tennant, Roy

Internet Basics. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-7

Pub Date—Oct 92

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Networks, Computer System Design, Databases, *Electronic Mail, Electronic Publishing, Federal Programs, *Information Retrieval, International Programs, Microcomputers, *Teleconferencing

Identifiers—*Communications Protocols, ERIC Digests, File Transfer Protocol, *Internet, Main Frame Computers, National Research and Education Network, National Science Foundation

The Internet is a worldwide network of computer networks. In the United States, the National Science Foundation Network (NSFNet) serves as the Internet "backbone" (a very high speed network that connects key regions across the country). The NSFNet will likely evolve into the National Research and Education Network (NREN) as defined in the High Performance Computing Act of 1991. For the Internet to exist, there must be connections between computers and agreements on how they are to communicate. These connections, which can consist of any of a variety of communication media or methods, are usually established within areas or regions by the particular networking organization with authority or economic interest in that area. The Transmission Control Protocol/Internet Protocol (TCP/IP) currently defines how Internet computers, from personal computers to mainframes, are to communicate. Electronic mail (e-mail) can be used by two Internet users to exchange messages with each other, distribute messages to a list of subscribers, support electronic discussions, or distribute electronic journals (e-journals). The Telnet facility for remote login enables computer users to establish connections with bibliographic databases, campus information systems of various universities, full-text databases, data files, and other online services. The File Transfer Protocol enables the user to transfer virtually any kind of file that can be stored on a computer from one Internet-connected computer to another. Tools such as Gopher, WAIS, and World Wide Web make information on the network easier to locate and use. Although the use of NSFNet has been limited to non-profit research and educational uses, dialogues have recently begun about commercialization and privatization of the its infrastructure. (10 references) (BBM)

ED 348 042 IR 015 820

Hlynka, Denis Yeaman, Andrew R. J.

Postmodern Educational Technology. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-92-5

Pub Date—Sep 92

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free with self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Critical Thinking, Delivery Systems, *Educational Philosophy, *Educational Technology, Individual Differences, Media Selection, Teaching Methods

Identifiers—ERIC Digests, *Postmodernism

The field of educational technology was built on the positivist, modernist search for a best medium towards universal communication and the teaching of predetermined behavior and thinking patterns. Once, this medium was thought to be motion pictures, then television, then programmed instruction, and today it is hoped that it will be instructional systems development, intelligent tutoring systems, and microcomputers. The past emphasis of educational technology on automated delivery systems favors the biases of the industrial, scientific, modern era. However, postmodernism is a philosophic approach that questions all dimensions, including the positivist, scientific paradigm of linear progress. In the postmodern context there is no one best way to communicate and to educate. To realize this is to begin to think as a postmodernist. Postmodern thinking has entered the mainstream of educational technology theory and practice. It can no longer be perceived as neutral or as leading inevitably to progress. The hidden power within educational technology can influence education, training, curriculum, and people. Yet it can make a difference through rigorous philosophic thinking, rethinking, deconstructing and criticizing. In short, educational technology is becoming postmodern. (15 references) (Author/BBM)

ED 347 960 HE 025 850

Eddy, Margot Sanders

College Alcohol and Drug Abuse Prevention Programs: An Update. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-9

Pub Date—Sep 92

Contract—RI88062014

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Alcohol Abuse, Colleges, *Drug Abuse, Drug Education, Health Education, Higher Education, Networks, *Prevention, Program Descriptions, *Program Development, School Community Relationship, *Substance Abuse, Universities

Identifiers—ERIC Digests

Due in part to the 1989 passage of the Drug-Free Schools and Communities Act Amendments, new programs designed to educate college administrators, faculty, and students about alcohol and other drug abuse have taken new directions and dimensions, involving both campuses and local communities in the process. The higher education community has responded with development of the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse, a coalition of institutions initiated by the Department of Education's Office of Educational Research and Improvement and coordinated to eradicate campus substance abuse. The ERIC Clearinghouse on Higher Education will process about 600 selected descriptions of campus programs from Network member institutions for inclusion in a file within the ERIC database. The programs show a wide variety in design, focus, and scope, in areas such as mentoring, peer intervention, pledges and contracts, and demonstrations. The program descriptions also show that individual institutions and student organizations themselves are following through with situation-specific remedies that serve not only the campus community but also the larger society. Contains 10 references. (GLR)

ED 347 959 HE 025 849

Waggaman, John S.

Strategies and Consequences: Managing the Costs in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-8

Pub Date—Jun 92

Contract—RI88062014

Note—4p.; For the full-length report, see HE 025 684.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, College Administration, Colleges, *Costs, *Educational Finance, Endowment Funds, Federal Aid, *Finance Reform, *Financial Exigency, Financial Needs, Financial Problems, Higher Education, Income, Inflation (Economics), *Resource Allocation, *Retrenchment, State Aid, Student Financial Aid, Universities

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the need to better manage higher education expenses in light of budget cuts and reductions in appropriations and other public services. It is noted that tuition, although increasing, has been increasing at a slower rate since 1981. Also, faculty salaries have not increased sufficiently to compensate for losses attributed to inflation, administration costs have risen as much as two percentage points over the past decade, greater pressures have been brought to bear on institutions to fund student aid, and endowment earnings are at their lowest in a decade. Institutions of higher education caught in the revenue/cost squeeze now have a variety of cost control management options open to them, some of which have already been adopted. The diversity, although great, suggests some common themes as part of a cost management strategy. These include specifying the mission of the institution; setting priorities among the programs and building a data base of trends and projections about revenues and costs; and applying break-even analysis to determine which programs are financially self-supporting, which are breaking even, and which require subsidies. Contains 7 references. (GLR)

ED 347 958 HE 025 848

Austin, Ann E. Baldwin, Roger G.

Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-7

Pub Date—May 92

Contract—RI88062014

Note—4p.; For the full-length report, see ED 346 805.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *Collegiality, *Cooperation, *Educational Cooperation, Faculty College Relationship, Group Activities, Higher Education, Institutional Environment, *Interprofessional Relationship, Organizational Climate, Participatory Research, *Peer Relationship, Team Teaching, *Teamwork

Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews how college faculty are increasingly collaborating to do much of their work. It notes that the two principal forms of collaboration, teaching and research, are often distinctive arrangements depending on the field of study, institutional environment, and task requirements. However, controversy surrounds the use of collaboration efforts, mostly because of inequitable uses of power and influence by some team members, the loss of professional identity, and problems involving integrity. Listed are ways in which administrators can foster collaboration, such as in resource allocation; developing supportive policies rewarding collaborative efforts, both publicly and privately; and the removal of certain organizational barriers. Key steps in the collaborative process are typically: (1) choose colleagues or team members; (2) divide the labor; (3) establish work guidelines; and (4) terminate the collaboration. Finally, it is recommended that more qualitative and quantitative research be done in collaboration to help remove the myths about this process and enhance opportunities for a successful experience. Contains 12 references. (GLR)

ED 347 957 HE 025 847
Toombs, William Tierney, William
Meeting the Mandate: Renewing the College and Departmental Curriculum. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-91-6
Pub Date—Apr 92
Contract—RI88062014
Note—4p.; For the full-length report, see ED 345 603.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, Curriculum Development, *Educational Change, *Educational Planning, Futures (of Society), *Higher Education, Long Range Planning, *Undergraduate Study, Universities
Identifiers—ERIC Digests

This brief report summarizes a longer document with the same title. It reviews the reshaping of the college undergraduate curriculum in order to meet the new and compelling issues of the future such as accommodating diverse races and ethnic groups, incorporating global perspectives on the environment, and dealing more effectively with the human dimensions of education. It is suggested that a firmer grasp is needed on what the curriculum is as an idea, and what language and terminology can best describe it and give it operational definition. Further suggested is a careful review of the criticisms, and recommendations that confront the collegiate curriculum. There is also a need for a continuous self-analysis dealing with what the academic profession is and what its condition of practice should be. Finally, a need exists for a wider understanding of the organization and its content, going from a preparation stage to an action phase that recognizes the shape of change and the forces of culture within which it moves. Contains 10 selected references. (GLR)

ED 347 956 HE 025 846
Greenberg, Arthur R.
High School-College Partnerships: Conceptual Models, Programs, and Issues. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-91-5
Pub Date—Mar 92
Contract—RI88062014
Note—4p.; For the full-length report, see ED 343 546.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1186 ($1).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement, Articulation (Education), College Preparation, *College School Cooperation, *Educational Cooperation, Enrollment, Higher Education, High Schools, Models, Program Descriptions, *Program Development, Secondary School Teachers, Teacher Improvement
Identifiers—*ERIC Digests

This brief report summarizes a monograph of the same title. Evidence of increasing interest in high school-college partnerships is presented. Among the reasons cited for renewed interest are: changing student population, students' frequent lack of skills preparedness, and the awareness of a need for new models of inservice staff development for high school teachers. It is further noted that although some differences still exist between high school and college cultures, these differences can be overcome through appropriate planning and sensitivity to divergent, as well as congruent, institutional goals and cultures. Examples of forms that partnerships take include concurrent-enrollment models; enrichment, compensatory, and motivational designs; teacher-to-teacher education; mentoring/tutoring models; and school improvement and restructuring efforts. The five key recommendations for developing high school-college partnerships listed are: (1) identify the student population and program goals; (2) contact local high schools and school districts; (3) determine costs; (4) develop community support; and (5) evaluate for program improvement. It is suggested that there is need for more research in three major areas: descriptive; procedural analysis; and outcomes analysis. (GLR)

ED 347 871 HE 025 609
Johnson, David W. And Others
Cooperative Learning: Increasing College Faculty Instructional Productivity. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-91-4
Pub Date—Feb 92
Contract—RI88062014
Note—3p.; For full report, see ED 343 465.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1; full report, $17).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *College Instruction, *Cooperative Learning, Group Activities, Group Discussion, *Grouping (Instructional Purposes), Higher Education, Instructional Effectiveness, *Student Participation, Teacher Effectiveness, Teacher Role, Teaching Methods
Identifiers—ERIC Digests, *Learning Groups

This ERIC digest looks at how college faculty can use cooperative learning principles to ensure that students actively create their own knowledge and work together to achieve shared learning goals. The first section describes cooperative learning and recommends training professors to apply an overall system to build cooperative activities, lessons, and strategies. The following section discusses concrete ways in which to implement cooperative learning organized around three approaches: (1) formal learning groups which last for various lengths of time to complete a specific task or assignment; (2) informal learning groups which are temporary, ad hoc groups which last for only one discussion or one class period; and (3) base groups which are long-term, heterogeneous cooperative learning groups with stable membership whose primary responsibility is to provide each student the support, encouragement, and assistance needed to progress academically. A final section mentions that over 600 studies have supported the efficacy of cooperative learning and emphasizes the role that faculty play in creating the experience. Three references are included. (JB)

ED 347 854 FL 020 779
Lang, Margaret
Translating and Interpreting Programs: A Scottish Example. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-04
Pub Date—Oct 92
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Second Language Programs, Foreign Countries, Higher Education, *Professional Training, *Program Descriptions, Second Language Learning, *Translation
Identifiers—ERIC Digests, *Heriot Watt University (Scotland)

This digest provides a detailed description of the Program in Interpreting and Translating at Heriot-Watt University in Edinburgh, Scotland. Specific sections address the following: (1) the degree emphasis; (2) formal training and professional relevance; (3) departmental provision for interpreting and translating; (4) the expertise and experience of staff; and (5) careers of graduates in Britain, Europe, and abroad. (VWL)

ED 347 853 FL 020 778
Cooperative Learning for Students from Diverse Language Backgrounds. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-03
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Activities, *Cooperative Learning, Cultural Differences, *Limited English Speaking, Second Language Learning, *Teaching Methods
Identifiers—ERIC Digests

In cooperative learning, students work together in small groups on tasks that require cooperation and interdependence among all individuals in each group. This digest looks at how cooperative learning can be used as an effective method for working with students from diverse language backgrounds. Focus is specifically on the structural approach to cooperative learning, which is based on the creation, analysis, and systematic application of structures or content-free ways of organizing social interaction in the classroom. An overview of selected cooperative learning structures is provided as well as a brief description of each structure and its academic and social functions. (VWL)

ED 347 852 FL 020 777
Stansfield, Charles W.
ACTFL Speaking Proficiency Guidelines. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-91-09
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interviews, *Language Proficiency, *Language Tests, *Oral Language, Rating Scales, Secondary Education, Second Language Learning
Identifiers—*ACTFL Oral Proficiency Interview, *ACTFL Proficiency Guidelines, ERIC Digests

This digest focuses on the American Council on the Speaking of Foreign Languages (ACTFL) Speaking Proficiency Guidelines. The history and development of the ACTFL Proficiency Guidelines (originally, the ACTFL Provisional Proficiency Guidelines) are reviewed, the generic characteristics of each level of the speaking guidelines are presented in detail, and the Oral Proficiency Interview (OPI), a face-to-face speaking test, is described. Additional information is provided on how to learn more about the ACTFL Guidelines and the OPI, and a 12-item bibliography is included. (VWL)

ED 347 851 FL 020 749
Voght, Geoffrey M Schaub, Ray
Foreign Languages and International Business. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-02
Pub Date—Sep 92
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Business Administration Education, Business Communication, Experiential Learning, Federal Legislation, Foreign Countries, Higher Education, *Interdisciplinary Approach, *International Communication, International Education, Language Teachers, Professional

Development, *Second Language Learning, Study Abroad
Identifiers—ERIC Digests

After more than a decade of intensive experimentation and development, the field of interdisciplinary language and business studies is firmly established in U.S. higher education. Academia has responded to national needs, as evidenced by such programs as the Language and International Trade program at Eastern Michigan University. Various government agencies, foundations, and federal legislation such as the National Security Education Act and the Omnibus Trade Act provide support for such studies. Many programs include co-curricular components, with practical experience for students working in a company. In addition, an increasing variety of training opportunities exist for language teachers wishing to learn how to teach business foreign languages, business practices, and aspects of foreign culture that affect business relations. Professional associations as well as institutions of higher education are involved. It is concluded that these efforts and other educational reforms will allow the United States to compete and cooperate more effectively in the new global community. Contains 18 references. (LB)

ED 347 850 FL 020 653
Instructional Conversations. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-92-01
Pub Date—Aug 92
Contract—RI88062010
Note—3p.; Based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conversational Language Courses, *Discussion (Teaching Technique), Elementary Secondary Education, Instructional Innovation, Language Skills, Limited English Speaking, *Second Language Learning, *Teacher Student Relationship, *Teaching Methods
Identifiers—ERIC Digests, *Instructional Conversation

Given recent research that encourages more frequent use of the discussion method in teaching, this digest reviews the role of instructional conversations (ICs) in second language learning. ICs, instructional in content and conversational in quality, offer natural and spontaneous language interactions that are free from the didactic characteristics normally associated with formal teaching. ICs also are more in line with a shift toward a "constructivist" curriculum with students expected to actively construct their own knowledge and understanding, and with the teacher playing a role as facilitator of learning. Elements important in the IC model are as follows: thematic focus; activization and use of background and relevant schemata; direct teaching; promotion of more complex language and expressions; promotion of bases for statements or positions; fewer "known-answer" questions; responsiveness to student contributions; connected discourse; challenging, but non-threatening, atmosphere; and general participation, including self-selected turns. ICs appear to be particularly suited to certain educational goals, such as analysis of literary or historical themes, learning and understanding complex concepts, mathematical reasoning, applying quantitative understandings, considering various perspectives on issues, and oral or written composition. Contains 12 references. (LB)

ED 347 699 EA 024 293
Lumsden, Linda S.
Getting Serious about Sexual Harassment. ERIC Digest, Number 75.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-8
Pub Date—Oct 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civil Rights, *Compliance (Legal), Court Litigation, Elementary Secondary Education, *Females, *Organizational Climate, Policy Formation, *Sexual Harassment, Work Environment
Identifiers—ERIC Digests

Strategies for dealing effectively with sexual harassment in the educational organization are presented in this document. Identification of the problem is complex, compounded by the context in which it occurs and different male and female perceptions. One starting point for identification is the 1980 federal guidelines passed by the Equal Employment Opportunity Commission (EEOC). Possible effects on an individual experiencing harassment are also described. Implications of some recent legal decisions for schools include the right of victims to sue school districts and colleges and the need to seek policy input from women. Guidelines for adopting a good policy are offered. Steps to prevent sexual harassment, other than through written policies, include developing an organizational climate free from gender inequalities and providing training and education. (11 references) (LMI)

ED 347 670 EA 024 116
Weaver, Tyler
Total Quality Management. ERIC Digest, Number 73.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-6
Pub Date—Aug 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Reports - Evaluative (142) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrative Principles, *Educational Quality, Elementary Secondary Education, *Participative Decision Making, *School Administration, School Business Relationship, *School Restructuring, Student Evaluation, Student Role, Teacher Role
Identifiers—Alaska (Sitka), Deming (W Edwards), Empowerment, ERIC Digests, *Japanese Management Techniques, *Total Quality Management

The Japanese success story has made W. Edwards Deming's Total Quality Management (TQM) theory increasingly popular among American managers, from car manufacturers to educational leaders. TQM is based on two tenets: the primacy of customer satisfaction and the necessity of tapping nontraditional sources (especially employee ideas) to institute quality. TQM creates a quality-promoting environment by advocating workplace changes based on Deming's 14 points, condensed into 4 categories: positive customer relationships, employee empowerment, continual gathering and use of statistical data, and creation of an environment promoting unity and change. Adapting TQM to educational settings means changing teacher and student roles and student evaluation philosophies. At a Sitka, Alaska high school, students track their own progress, influence their own education, and operate their own salmon smoking business. The school downplays grades and standardized tests in favor of continuous evaluation. TQM will fade out unless the principles of gradual transformation and continuous improvement are understood and applied. Businesses are still stressing short-term profits and individual performance over teamwork and customer satisfaction. Although TQM offers no panacea for an ailing educational system, it sheds new light on educational management. (MLH)

ED 347 637 EA 024 078
Gaustad, Joan
Nongraded Primary Education. ERIC Digest, Number 74.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-7
Pub Date—Aug 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, *Continuous Progress Plan, *Educational Change, *Educational Innovation, Flexible Progression, Instructional Effectiveness, Integrated Curriculum, *Nongraded Instructional Grouping, Parent Participation, *Primary Education, Teacher Participation, Teaching Methods
Identifiers—Developmentally Appropriate Programs, ERIC Digests, Kentucky, *Multi Age Grouping

In nongraded education, children of different ages and ability levels are taught together and make continuous progress rather than being promoted once per year. Research studies support nongraded primary education by indicating that young children vary in their rates of intellectual development and learn best through hands-on activities with concrete materials. In addition, participation in mixed-age groups has social and cognitive benefits. Teaching multi-age classes requires more teacher preparation time and knowledge about child development, integrated curriculum, and instructional strategies. The implementation of nongraded education is facilitated by the following: (1) understanding and support by teachers and parents; (2) practical training for teachers; and (3) support by both administrators and school boards. (MLF)

ED 347 636 EA 024 076
Liontos, Lynn Balster
Transformational Leadership. ERIC Digest, Number 72.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-5
Pub Date—Aug 92
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Educational Improvement, Elementary Secondary Education, Instructional Leadership, *Leadership, *Leadership Styles, Organizational Climate, *Principals, *Teacher Administrator Relationship, Teacher Supervision
Identifiers—ERIC Digests

This document examines transformational leadership, which focuses on the importance of teamwork and comprehensive school improvement, as an alternative to other modes of leadership. Transformational leadership is contrasted with: (1) instructional leadership, which encompasses hierarchies and leader supervision and usually excludes teacher development; and (2) transactional leadership, which is based on an exchange of services for various kinds of rewards that the leader controls, at least in part. The goals of transformational leadership include helping staff develop and maintain a collaborative, professional school culture; fostering teacher development; and helping teachers solve problems more effectively. Strategies of transformational leadership are described. Results include a positive influence on teacher collaboration, improved teacher attitudes toward school improvement, and altered instructional behavior. However, transformational leadership should be viewed as only one part of a balanced approach to creating high performance in schools. (7 references) (LMI)

ED 347 608 CS 507 899
Aiex, Nola Kortner Aiex, Patrick
Health Communication in the 90s. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-09
Pub Date—92
Contract—RI88062001
Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Audience Awareness, Community Education, Futures (of Society), *Health Education, *Mass Media Role, News Reporting, *Television

Identifiers—ERIC Digests, *Health Communication, Media Coverage, *News Accuracy

This digest addresses the question of health information and reporting in the mass media, focusing on its accuracy and on some researchers' ideas for improving the quality of the health information that is disseminated. The digest discusses accuracy in reporting, the role of commercial television, advertising, and the audiences for health messages. The digest concludes with a list of recommendations for health communication professionals who want to fashion effective health messages for the public. (RS)

ED 347 572 CS 213 549

Brand, Alice G.

Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-10

Pub Date—92

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Outcomes Assessment, Higher Education, *Portfolios (Background Materials), Student Needs, Student Placement, Undergraduate Students, *Writing Evaluation, Writing Tests

Identifiers—Alternative Assessment, ERIC Digests, *State University of New York Coll at Brockport

The principal goals of the State University of New York (SUNY) Brockport's large-scale writing assessment are to determine if a writing program actually helps students to write better and, if so, whether that growth can be measured during the college years. Portfolio assessment has become an attractive alternative to single-test essay at SUNY Brockport. If such an assessment technique seems premature at the placement level, once students are on campus portfolios make sense as an outcomes measure. A commonplace phenomenon confounds the writing program at Brockport: well over 1,000 transfer students (with markedly uneven writing skills) enter every year. A second tier of required writing was established at the "rising-junior" (second semester sophomore and incoming transfer students). In the absence of resources to support multiple measures of writing, alternating the single-test essay and portfolio offers the best of both worlds. (RS)

ED 347 553 CS 213 454

Dawkins, John

Punctuation: Less Is More? ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-08

Pub Date—92

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Authors, Fiction, *Grammar, Nonfiction, *Punctuation, Writing Improvement, *Writing Instruction, Writing Skills

Identifiers—ERIC Digests, Historical Background, Principles of Learning, *Rule Learning, *Writing Style

Punctuation, the original purpose of which was elocutionary, evolved a syntactic purpose as silent reading became more common. Despite the great similarity of punctuation rules among handbooks and manuals, punctuation has not been completely standardized. Punctuation practices vary from genre to genre, and the "best" fiction and nonfiction writers punctuate according to their needs, not according to the rules. If punctuation is looked at as a process rather than as product that is, looked at as a matter of writer's intent only two principles are needed to explain research on punctuation: (1) punctuate only to achieve clarity and/or effectiveness; and (2) use a hierarchy of six marks to show the nature and degree of separation. Systematizing the rules and emphasizing principles promises to make punctuation easier to learn. (RS)

ED 347 495 CG 024 495

Bloland, Paul A.

The Professionalization of Student Affairs Staff. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-29

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Students, Higher Education, *Student Personnel Services, *Student Personnel Workers

Identifiers—ERIC Digests

It is time for the field of student affairs to put aside its four-decade preoccupation with professional status and recognize that its identity as a field is essentially an administrative convenience linked by an allegiance to a common philosophical perspective on its work and by nature of its clientele and the milieu in which it is practiced. Attention should be turned to the development of a fully professional staff, one that is highly educated and motivated to serve its student clientele. (ABL)

ED 347 494 CG 024 494

England, Joan T.

Pluralism and Education: Its Meaning and Method. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-28

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Multicultural Education, *School Role

Identifiers—ERIC Digests, *Pluralism

Pluralism can be defined as a society in which members of diverse ethnic, racial, religious, and social groups maintain participation in and development of their traditions and special interests while cooperatively working toward the interdependence needed for a nation's unity. Pluralism is being practiced, taught, and expanded in community, preschool, elementary, high school, and college campus programs. (ABL)

ED 347 493 CG 024 493

Miller, Juliet V.

The National Career Development Guidelines. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-27

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Career Development, *Career Guidance, *Competency Based Education, Elementary Secondary Education, Financial Support, State Programs

Identifiers—ERIC Digests, *National Career Developmental Guidelines

The National Career Development Guidelines is one of several initiatives that has supported the expansion of state-level career development capacity and comprehensive, competency-based career guidance programs in various local program settings. This initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), has provided leverage funding to states to support the development and improvement of comprehensive career development programs. The Guidelines focus on three broad areas of program excellence including program participant competencies, organizational capabilities, and personnel requirements. Participant competencies and indicators are organized around three areas including self-knowledge, educational and occupational exploration, and career planning. Elementary, middle, high school, and adult levels are addressed. (ABL)

ED 347 492 CG 024 492

O'Bryant, Beverly J.

Marketing Yourself as a Professional Counselor. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-26

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling Services, *Counselors, *Marketing, Professional Development, Public Opinion, Public Relations

Identifiers—ERIC Digests

Marketing is a venue which could help establish counselors in the public consciousness so that a multitude of other publics become counselor advocates and articulate that professional counselors are skilled deliverers of services. Marketing strategies include: walking, talking, and acting proud of self as a professional; taking pride in total appearance; taking advantage of self-enhancement opportunities; displaying professional office decorum; designing something to market and marketing the outcomes; joining professional organizations; articulating the positive; marketing specifics; and being politically astute. (ABL)

ED 347 491 CG 024 491

Perry, Nancy S.

Educational Reform and the School Counselor. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-25

Pub Date—Dec 92

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Agents, Change Strategies, *Counselor Role, *Educational Change, Elementary Secondary Education, School Counseling, *School Counselors

Identifiers—ERIC Digests

School counselors have always considered themselves to be change agents. Historically, that change has been related to helping an individual become aware of behaviors or attitudes that might be affecting his/her success and then guiding that individual into new ways of acting or thinking. This skill is transferable to affecting change in the learning environment or the school climate. School counselors need to position themselves as facilitators of that change. Reform approaches in which school counselors can become involved include: site-based management; privatization of schools; and restructuring within schools such as team teaching, flexible scheduling, integrated learning, and cooperative learning. (ABL)

ED 347 490 CG 024 490
Maples, Mary Finn
Consulting with the Judiciary: A Challenging Opportunity for the Counselor Educator. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-24
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consultants, *Consultation Programs, *Counselor Educators, Counselor Role, *Counselors, *Judges
Identifiers—ERIC Digests

A form of consultation called staff development or in-service training is the clearest definition of counselor consultation with the judiciary. The role of the counselor educator is uniquely appropriate to meet the needs of judges. The ability to effectively utilize a variety of media is most appealing to judges. The knowledge base of counseling can contribute significantly to the work of judges, particularly juvenile and family court judges. (ABL)

ED 347 489 CG 024 489
England, Joan T.
Building Community for the 21st Century. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-23
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community, Community Characteristics, *Counselor Role, Counselors
Identifiers—ERIC Digests

Community is a state of being together in which people lower their defenses and learn to accept and rejoice in differences among people. The characteristics of true community are true inclusivity; no one is exclusive or excluded. People are social creatures who desperately need each other not only for company but for meaning in their lives. Counselors are the "human concern providers" to their communities. (ABL)

ED 347 488 CG 024 488
Morgan, James I.
Accreditation of College and University Counseling Services. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-22
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accreditation (Institutions), Accrediting Agencies, *Counseling Services, Higher Education, School Counseling
Identifiers—ERIC Digests

Accreditation of counseling services on college campuses is a relatively recent development. These areas are covered in accreditation standards: relationship of counseling center to college community; counseling service roles; ethical standards; counseling service personnel; related guidelines; and multiple counseling agencies. As public accountability continues to become more important and as the professionalism movement continues, one clear way to establish at least minimal standards for counseling services is for an agency to seek and achieve accreditation. (ABL)

ED 347 487 CG 024 487
Bloland, Paul A.
Qualitative Research in Student Affairs. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-21
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, *Counselors, Higher Education, *Qualitative Research, *Research Methodology, *Research Needs, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests

For student affairs, a professional field heretofore dominated by the positivistic design structure imposed by quantitative research methodology and traditional graduate research courses, an increased utilization of an alternative methodology, the qualitative, would lead to a greatly expanded range of researchable questions. The use of qualitative research approaches can greatly expand the breadth and depth of the understanding of the student in higher education as a developing participant in his or her own learning process. (ABL)

ED 347 486 CG 024 486
Gelatt, H. B.
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-20
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Agents, *Change Strategies, *Counseling Techniques, *Counseling Theories, *Counselor Role
Identifiers—ERIC Digests, Positive Uncertainty

Positive Uncertainty is a flexible, ambidextrous approach to managing change, which encourages the use of both the rational and intuitive mind, and incorporates techniques for both making up one's mind and changing it. Positive Uncertainty, as a new philosophy for counseling, will require a paradigm shift for counselors. It is possible that a new vision of counseling can lead to new counseling strategies and that Positive Uncertainty can be a stimulus for such exploration. (ABL)

ED 347 485 CG 024 485
Hackney, Harold
Differentiating between Counseling Theory and Process. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-19
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Objectives, *Counseling Techniques, *Counseling Theories, Counselor Client Relationship, Decision Making, *Intervention
Identifiers—ERIC Digests

Theory can be used to define the nature of the relationship between the counselor and the client, to conceptualize the nature of the presenting problem(s), and to define the resulting counseling goals or desired outcomes. From an integrative perspective the choice of therapeutic intervention is made by relating the intervention directly to the nature or character of the problem being addressed. Counseling interventions tend to fall into four broad categories: affective, cognitive, behavioral, and systemic. (ABL)

ED 347 484 CG 024 484
Hinkle, J. Scott
School Children and Fitness: Aerobics for Life. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-17
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary School Students, Elementary Secondary Education, Lifetime Sports, *Physical Education, *Physical Education Teachers, Physical Fitness, Running, *School Counseling, *School Counselors, Secondary School Students, *Teacher Role, Well Being
Identifiers—ERIC Digests

Physical activity engaged in as a child can encourage fitness throughout the lifespan. School counselors and physical education teachers can invest in multi-intervention programs that encompass the psycho-physiological spectrum of children within the schools. Together, school counselors and physical educators can play an active role in the development of lifelong fitness for children by encouraging, supporting, developing, and implementing creative aerobic running programs in the schools. (ABL)

ED 347 483 CG 024 483
Benshoff, James M. Lewis, Henry A.
Nontraditional College Students. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-16
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *College Students, Higher Education, *Nontraditional Students, Student Needs, *Student Personnel Services
Identifiers—ERIC Digests

Nontraditional college students are causing institutions of higher learning to re-think the focus of academic and student affairs programs. Nontraditional students have needs that differ from traditional-age students. The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students. (ABL)

ED 347 482 CG 024 482
Hinkle, J. Scott
Family Counseling in the Schools. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CG-92-15
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Role, Counselor Training, Elementary Secondary Education, *Family Counseling, *School Counseling, *School Counselors
Identifiers—ERIC Digests

School counselors are beginning to find family counseling an effective and needed skill. Moreover, family counseling represents a distinctive alternative for resolving persistent problems in the schools. Re-training opportunities for school counselors wanting to engage in family counseling have been limited. With appropriate training, administrative support, and flexible work hours, school counselors can provide an effective and efficient service to children, their families, and the schools. (ABL)

ED 347 481 CG 024 465
Krumboltz, John D.
Challenging Troublesome Career Beliefs. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-18
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beliefs, *Career Counseling, Careers, *Client Characteristics (Human Services), *Counseling Techniques
Identifiers—ERIC Digests

There are three steps to challenging troublesome career beliefs: identifying the troublesome belief; considering alternative ways to viewing the underlying problem; and taking action incompatible with the troublesome belief. Each of these steps includes techniques which empower clients by providing them with information or enabling them to make their own discoveries. The Career Beliefs Inventory (CBI) (Krumboltz, 1991) allows counselors to open up important areas typically ignored in traditional forms of career counseling, e.g., ways of responding to the possibility of failure. Counseling techniques to help clients consider alternative views include: reframing the problem; countering a troublesome belief; defining a manageable problem; using humor for perspective; and discovering disconfirming evidence. Techniques to help clients take action include: roleplaying; cognitive practicing; and behavioral practicing. (ABL)

ED 347 480 CG 024 464
Casey, John A.
Counseling Using Technology with At-Risk Youth. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-14
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computers, Elementary Secondary Education, *High Risk Students, *School Counseling, *School Counselors, Technology, Video Games
Identifiers—*Computer Assisted Counseling, ERIC Digests

Current trends in technological developments suggest that home entertainment video games and educational learning software are on convergent paths. Astute educators have identified these technologies as effective for student motivation and have integrated them with traditional curricula to reduce at-risk behavior. Counselors who identify and implement effective uses for technology are likely to maintain their positions during the current educational restructuring movement. Counselors report promising use of technology in relationship building, needs assessment, and intervention. Advantages associated with the use of technology in counseling at-risk youth include: positive associations with video game technology; covert learning without the normal resistance to overt educational approaches; multisensory approaches to learning using visual, auditory, and kinesthetic learning modalities; and individualized learning which allows realistic goal setting and encourages retrial of failures without group embarrassment. Pitfalls to consider include: unappealing software, older computers, too many students per computer, inadequate staff training, depersonalization, and ethical, moral, and practical issues associated with technology and counseling. (ABL)

ED 347 479 CG 024 463
Peterson, Marla Poppen, William
Challenges to and Censorship of School Guidance Materials. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-13
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Freedom, *Censorship, Elementary Secondary Education, School Counseling, *School Counselors, *School Guidance
Identifiers—ERIC Digests, *Guidance Materials

Rights of the many must be protected and rights of the minority must be accommodated. To achieve this end, school counselors must know why challenges to school guidance materials are occurring and the pivotal issues which accompany these challenges. Counselors must assure that developmental guidance programs are based on sound educational practices and that responsible actions are taken if a challenge occurs. The pivotal issues surrounding challenges to school guidance materials and programs can be reduced to two important questions: (1) Who determines what school guidance materials are used in public school? and (2) Is the role of schools seen primarily as a place where diverse ideas should be presented and explored or is the role of schools to be primarily that of transmitting community values? (ABL)

ED 347 478 CG 024 462
Harris-Bowlsbey, JoAnn
Building Blocks of Computer-Based Career Planning Systems. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-12
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Information Systems, *Computer Oriented Programs, Counseling Services
Identifiers—*Computer Assisted Career Guidance, ERIC Digests

Computer-based career planning systems have been a reality for 25 years. Over this time span, the technology has changed dramatically-from very expensive, slow, low-storage mainframe computers to low-cost, fast, high-storage microcomputers. Similarly, the presentation made possible by the technology has changed from screens without color packed with text to screens with color, high-resolution graphics, and less text. However, the basic content of comprehensive computer-based career planning systems has changed far less. The first component is a hidden skeleton or outline which expresses the developer's concept of what individuals need in order to accomplish developmental tasks or make informed career decisions. The second component is assessment tools. Assessment data may be acquired by taking inventories on-line or entering results from print form inventories. The third component is databases. These are files of frequently-updated and accurate information about such things as occupations, schools, financial aid, etc. The fourth component is search strategies to help users quickly identify options as well as get detailed information about them. By modifying any or all of these components, substantially different systems can be assembled for a broad variety of populations and settings.(ABL)

ED 347 477 CG 024 461
Allen, Jackie M.
Action-Oriented Research: Promoting School Counselor Advocacy and Accountability. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-11
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Secondary Education, *Research Methodology, *Research Needs, *School Counseling, *School Counselors
Identifiers—ERIC Digests

There are numerous benefits to be gained by the school counselor who chooses to do action-oriented research. Program evaluation and planning are facilitated through the use of measurable student outcomes obtained through action-oriented research. Collaborative research efforts are made possible by data gained through action-oriented research. Practical action-oriented research is the basis for proactive public relations for school counselors and school counseling. School counselor efficacy is enhanced by action-oriented research which documents the value, effectiveness, and necessity of school counseling programs. Action-oriented research may serve as the basis for grant applications and legislative efforts to improve and expand school counseling programs or mandate K-12 developmental school counseling. Research is a proactive professiona activity which will contribute to the accountability, advocacy, and advancement of school counseling. (ABL)

ED 347 476 CG 024 460
Benshoff, James M.
Peer Consultation for Professional Counselors. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-10
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consultants, *Counselor Performance, *Counselors, *Peer Relationship, Supervision, Supervisory Methods
Identifiers—ERIC Digests, *Peer Consultation (Supervision)

The importance of extensive, high-quality counseling supervision has become recognized as critical to learning, maintaining, and improving professional counseling skills. Peer consultation models offer counselors a viable adjunct or alternative experience to traditional approaches to counseling supervision. Research provides accumulating support for the value of peer consultation/supervision experiences for professional counselors.The Structured Peer Consultation Model (SPCM) was developed to provide counselors and counselor trainees with feedback and assistance in developing their counseling skills and implementing them effectively with clients. In SPCMs, peers work together in dyads to provide regular consultation for one another. Although SPCMs include many traditional supervision activities (goal setting, tape review, and case consultation), the emphasis is on helping each other to reach self-determined goals, rather than on evaluating each other's counseling performance. (ABL)

ED 347 475 CG 024 459
Wittmer, Joe
Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-9
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Counselor Role, Cultural Awareness, *Cultural Differences, Elementary School Students, Elementary Secondary Education, *School Counseling, School Counselors, School Guidance, Secondary School Students, Self Concept
Identifiers—*Diversity (Student), ERIC Digests

The valuing of diversity can be taught to others and should be a major part of any school's comprehensive guidance program. In the valuing diversity model ASK, "A" stands for awareness of self and others; "S" stands for sensitivity and skills; and "K" stands for knowledge cultures different from one's own. School counselors hold the key to the teaching and the valuing of diversity. They know how to communicate effectively with others regardless of their or the other person's cultural background. They are skilled in how to "tune in to" the feelings of others, how to put the speaker at ease by clarifying the content of what was just said, how to show interest in others through the use of open-ended questions, etc. Through structured guidance and counseling approaches all students and teachers can be taught these facilitative communication skills. (ABL)

ED 347 474 CG 024 458
Richmond, Lee J. Remley, Theodore P.
Counselor Membership in ACA. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-8
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselors, *Group Membership, Professional Development, Professional Services
Identifiers—*American Counseling Association, ERIC Digests

The professional society for counselors is the American Counseling Association (ACA). All individuals who offer or supervise professional counseling services or educate counselors should be ACA members. ACA provides members with access to new information through publications, professional conferences, and professional services. Membership in ACA allows counselors to continue their education and discharge their professional responsibilities. As a strong advocate for the counseling profession, ACA maintains an active government relations program at national, state, and local levels, educating legislators and governmental agency administrators regarding the positive contributions professional counselors make to society. Actions or policies that discriminate against counselors as a professional group are challenged and opportunities are sought to promote public recognition and support of counselors. (ABL)

ED 347 473 CG 024 457
Walz, Garry R. Bleuer, Jeanne C.
ERIC/CAPS-Expanding Counselor Choice. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-7
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, *Counseling, *Counselors, *Databases, Education
Identifiers—*ERIC Clearinghouse on Counsel and Personnel Serv, ERIC Digests

The Educational Resources Information Center (ERIC) is a national information network designed to provide users with ready access to education literature. One of the clearinghouses is the ERIC Counseling and Personnel Services Clearinghouse (CAPS). Established at The University of Michigan in 1966, CAPS was one of the original ERIC clearinghouses. Topics covered by CAPS include: the training, supervision, and continuing professional development of counseling, student services, and human services professionals; counseling theories, methods, and practices; the roles of counselors, social workers, and psychologists in all educational settings at all educational levels; career planning and development; self-esteem and self-efficacy; marriage and family counseling; and mental health services to special populations such as substance abusers, pregnant teenagers, students at risk, public offenders, etc. CAPS can help counseling professionals find the information they need, give worldwide visibility to articles and resources that counselors produce, provide counselors with high quality, low-cost resources, and introduce counselors to CAPS information tools such as CounselorQuest and Treasure Chest. (ABL)

ED 347 472 CG 024 456
Clawson, Thomas W. Wildermuth, Victoria
The Counselor and NBCC. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-6
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, *Counselors, Counselor Training, Testing, Trend Analysis
Identifiers—ERIC Digests, *National Board for Certified Counselors

The National Board for Certified Counselors (NBCC) is the largest counselor certification agency in the U.S. and is widely recognized as a national credential based upon training, experience, and performance on a written examination. NBCC has developed two examinations: the National Counselor Examination (NCE) and the National Career Counselor Examination (NCCE). Currently, both examinations are knowledge-based and NBCC relies on the candidate's experience and supervision as competency checks. A revised NCE will be competency-based. A new clinical counseling examination is also under development. As state licensure for counselors becomes commonplace, national credentialing becomes even more important because: (1) National certification is broader than state licensure; (2) State licensure is subject to the politics of the state; (3) National certification provides referral sources across state lines; and (4) Most state licenses do not provide for a license in a specialty. (ABL)

ED 347 471 CG 024 455
Crouch, Toni Walz, Garry R.
CHDF-Partner in Professionalism. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-5
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling, Counselor Role, *Counselors, *Individual Development, Organizational Objectives, Professional Development, Publicity, Research
Identifiers—*Counseling and Human Development Foundation, ERIC Digests

The Counseling and Human Development Foundation (CHDF) is the only national philanthropic organization whose sole purpose is the enhancement of individual human development by conducting and fostering programs of research and education in counseling and human development. A 1991 review decided future focus of resources should be on research, professional development, and public awareness/recognition. The research agenda for the 90s concentrates on advocacy research which documents what professional counselors do thus demonstrating the advantages of employing professional counselors and efficacy/outcome research which answers two basic questions: What works? What works best? CHDF's efforts in the area of professional development will focus on expanding professional counselors' skills and understanding of research techniques and grant review procedures. To increase public awareness of the important role of professional counselors, CHDF will develop and implement a Community Disaster Response Program aimed at mobilizing counseling support in times of crisis, such as war, hurricanes, and riots. (ABL)

ED 347 470 CG 024 454
Bobby, Carol L.
CACREP Accreditation: Setting the Standard for Counselor Preparation. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-92-4
Pub Date—Dec 92
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Accreditation (Institutions), Accrediting Agencies, *Counseling, Counselors, *Counselor Training, Evaluation Methods, Higher Education, Institutional Evaluation
Identifiers—*Council for Accred of Counsel and Relat Educ Prog, ERIC Digests

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) is a specialized accrediting body created by the American Counseling Association (ACA) and its membership divisions to provide a nationally based standards review process for the counseling profession's graduate level preparation programs. Accreditation of counseling programs includes five stages: (1) self-examination; (2) a report addressing how the program meets standards; (3) on-site visit by team; (4) rendering of accreditation decisions by CACREP board; and (5) submission of interim reports and annual surveys. CACREP standards provide the guidelines for master's and doctoral level preparation accepted nationally by the counseling profession. Inherent in the accreditation process is continuous evaluation and responsive feedback so that programs and the profession remain current with the problems faced by entering professionals. (ABL)

ED 347 405 CE 061 690
Imel, Susan
Interagency Collaboration: Its Role in Welfare Reform. ERIC Digest No. 126.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-126
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, At Risk Persons, *Cooperative Planning, Employment Services, Human Services, *Linking Agents, Needs Assessment, Problem Solving, *Teamwork, *Welfare Services
Identifiers—ERIC Digests, Family Support Act 1988

The Family Support Act (FSA) of 1988 provides opportunities for educators to form linkages with other agencies to strengthen families and help them move toward self-sufficiency. The FSA affords professionals chances to forge critical interagency connections and expand the range and capacity of programs for learners at risk. A strategy for forming effective linkages across agencies, particularly at the local level, has six steps. Step one involves assessing the need and climate for interagency partnerships. Unless a perceived need exists for interagency partnerships, they are unlikely to materialize. Step two involves getting started by formulating a tentative rationale, identifying existing linkages, and developing internal administrative support. Step three involves forming a team, identifying and selecting key players, and issuing the invitations. In step four, partners establish a collaborative relationship. The relationship implies organizations' willingness to change the way services are delivered. A plan is developed in step five that establishes joint goals and objectives as well as steps for achieving them. Developing an action plan involves creating an effective planning environment, formulating the plan, and developing administrative support for the plan. Step six, follow up and follow through, includes actions that can ensure the plan is accomplished. (NLA)

ED 347 404 CE 061 689
Lankard, Bettina A.
Total Quality Management: Application in Vocational Education. ERIC Digest No. 125.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-125
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, Educational Improvement, *Educational Quality, *Educational Strategies, *Participative Decision Making, Problem Solving, *Quality Control, Recognition (Achievement), Standards, *Vocational Education
Identifiers—Customer Services, ERIC Digests, *Total Quality Management

Total Quality Management (TQM) establishes business and industry standards and techniques that ensure the quality of products leaving and reaching firms through continuous actions rather than one final inspection. Deming, Juran, and Crosby, who initiated the process, share a common theme of participatory management. Management participation and attitude, professional quality management, employee participation, and recognition reflect a philosophy making internal and external customer satisfaction as the organization's primary goal. TQM implementation success varies depending upon the strategies employed: "cascade" or "trickle down"; "infection" or "bubble-up"; and "loose-tight." In order for TQM efforts to meet expectations, good tactics and a strong strategic framework should be employed. Five phases are offered to implement TQM in vocational education institutions: commitment; organization development; customer focus; process orientation; and continuous improvement. Improving the quality of products and services is crucial to the public education system. Westinghouse Vocational Technical High School in New York City demonstrates TQM in its Education Quality Initiative. Benefits of TQM philosophy in vocational education programs are the result of attitude change and teamwork. With good facilitation, interdisciplinary cross-functional teams can result in improved communication, increased involvement, improved quality and efficiency, and increased productivity. (NLA)

ED 347 403 CE 061 688
Wonacott, Michael E.
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-124
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Apprenticeships, *Employment Patterns, Government School Relationship, Industrial Training, Job Training, Promotion (Occupational), Retraining, School Business Relationship, Skilled Occupations, Training Methods, *Vocational Education, Work Experience Programs
Identifiers—ERIC Digests

One promising practice for improving workplace preparation, apprenticeship, has been effective in preparing skilled workers for the changing needs of the workplace. Apprenticeship is a training strategy with eight components: it combines hands-on training on the job with related instruction; employer needs dictate programs; it is regulated by law; it leads to official credentials; time and money are invested by employer/sponsors; wages are provided during programs; apprentices work under master workers; and apprenticeship involves both written agreements and implicit expectations. Apprenticeship in the United States also provides upgrading and retraining for employed adults. U.S. apprenticeship is not a standardized institution. Programs registered with state or federal agencies offer apprenticeships in approximately 830 occupations. Apprenticeships should be more widely used as a training strategy and should be established in occupations/industries not now considered apprenticeable. Vocational-technical education should be more closely linked to apprenticeship components of earning and learning. The following benefits can accrue: full participation of learning and working is allowed; students understand the big picture; apprenticeships provide pay and advancement while working; work-based learning has an advantage for noncollege-bound youth; apprenticeships offer employer/sponsor benefits; and youth apprenticeships demonstrate the community educational role. The role of the federal government and education should be strengthened to increase program quality. (10 references) (NLA)

ED 347 402 CE 061 687
Kerka, Sandra
Multicultural Career Education and Development. ERIC Digest No. 123.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-123
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Choice, *Career Development, *Career Education, Communication Skills, Counselor Role, Cultural Background, *Cultural Differences, Higher Education, Locus of Control, *Multicultural Education, Nonverbal Communication, Secondary Education, Self Concept, Socialization, Teacher Role
Identifiers—ERIC Digests, Multicultural Counseling

The purpose of multicultural career education and development is to foster positive self-concepts and career choices regardless of cultural background, encourage understanding of cultural groups' contributions, and develop effective intercultural communication skills. The attitudes, values, opinions, and beliefs with which a person perceives the world are influenced by cultural heritage and life experiences. Different combinations of Locus of Control and Locus of Responsibility affect the formation of world view, which influences self-concept and career choice. Members of a group have different characteristics; people are a product of gender, ethnicity, and individuality. Another difference is nonverbal communication styles. In the examination of techniques for multicultural career development, a key to effective career education and development for diverse groups is the sensitivity and awareness of educators and counselors. The cross-cultural awareness continuum can help them gauge their growth in intercultural competence. Multicultural career development efforts must focus on both individual competence and external forces. Keys to successful multicultural career development are system commitment, a belief that students can learn and want to learn, and recognition of the worth and dignity of all students. (10 references) (NLA)

ED 347 153 SP 033 949
Abdal-Haqq, Ismat
Professionalizing Teaching: Is There a Role for Professional Development Schools? ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-3
Pub Date—Jul 92
Contract—RI88062015
Note—4p.
Available from—ERIC CLearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC 20036-1186.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Principles, Elementary Secondary Education, Higher Education, Preservice Teacher Education, Professional Recognition, *School Role, *Teaching (Occupation)
Identifiers—ERIC Digests, *Professional Development Schools, *Professionalization of Teaching

Many of the characteristics typically associated with an occupation that is considered a profession are not commonly associated with teaching. These characteristics include: a clearly defined, codified, and accessible knowledge base; a structured, coherent induction experience monitored by oustanding practitioners; control of training, certification, and licensing of new entrants; and self-governance and self-policing authority. Making teaching a profession, professionalizing teaching, is seen by supporters of this effort to be a key component in improving teaching and learning in American schools. However, because of the nature of teaching and the context in which it is performed, there is disagreement about whether professionalization of teaching is the best way to improve teaching and the condition of teachers. The professional development school might contribute to professionalizing teaching by providing practical experience for beginning teachers, inspiring public confidence in teacher preparation, and providing a setting in which many of the features associated with traditional professions, but missing from teaching, can be developed, tested, refined, and disseminated. (IAH)

ED 346 992 PS 020 665
Moore, Shirley G.
The Role of Parents in the Development of Peer Group Competence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-6
Pub Date—92
Contract—OERI-88-062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Children, Discipline, *Interpersonal Competence, *Parent Child Relationship, *Parent Influence, *Parenting Skills, Parents, Peer Relationship, Permissive Environment, *Social Development
Identifiers—Authoritarian Behavior, *Authoritative Parenting, Baumrind (Diana), Control (Social Behavior), ERIC Digests, Nurturance

Among studies that have examined the relationship between parenting styles and children's development of social skills, the research of Diana Baumrind is noteworthy. In several studies, she has identified authoritarian, permissive, and authoritative parenting styles, which differ on the dimensions of nurturance and parental control. Authoritarian parents are low in nurturance and high in control; their children are prone to model aggressive modes of conflict resolution. Permissive parents are moderate or high in nurturance and low in control. Their children tend to be sociable, but to avoid taking responsibility for misbehavior. Authoritative parents are high in nurturance and moderate in control. These parents' nurturing behaviors, such as interest in children's daily activities, predict children's social competence. In their use of control, authoritative parents: (1) set behavioral standards for children; (2) use positive reinforcers such as praise to increase children's compliance; (3) prefer discipline in which both sides of an issue are stated and a just solution is sought and in which children are expected to make up for their wrongdoing; and (4) avoid extreme forms of punishment such as physical punishment and ridicule. It is concluded that authoritative parenting styles better facilitate the development of children's social competence than do other parenting styles. Five references are cited. (BC)

ED 346 874 IR 054 082
Lamme, Linda Leonard Beckett, Cecilia
Whole Language in an Elementary School Library Media Center. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-2
Pub Date—Apr 92
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Elementary Education, Elementary School Curriculum, *Learning Resources Centers, Library Collection Development, Library Materials, *Library Role, Literature Appreciation, *Media Specialists, School Libraries, Teaching Methods, Thematic Approach, *Whole Language Approach, Writing Instruction
Identifiers—ERIC Digests, Librarian Teacher Cooperation

This digest examines changes that are involved in an elementary school library media program when the school's instructional methods move from a basic skills to a whole language approach. These changes are discussed in terms of three curricular foci–theme studies, process writing, and literature-based reading–and new demands that are placed on the collection and the school librarian. Because the whole language approach relies heavily on children's literature instead of textbooks, large numbers of trade books are required, and librarians must work cooperatively with teachers to ensure that the necessary resources are available in the media center when needed. Flexible scheduling in the school media center is important to the success of theme studies as it allows children to seek answers to questions as they arise. Since whole language creates an enormous demand for books, videos, cassettes, and computer programs, library media specialists can expect dramatic changes in collection use as well as changes in their role. Not only must library media specialists become very familiar with the library collection, but they must also serve as a resource to students and teachers during the planning and execution of theme studies, a teacher of information skills, and an instruction leader. (10 references) (MAB)

ED 346 558 EA 023 972
Renchler, Ron
School Leadership and Student Motivation. ERIC Digest, Number 71.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-4
Pub Date—Jul 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Environment, Elementary Secondary Education, Goal Orientation, Incentives, *Leadership, *Motivation Techniques, Organizational Climate, *Student Motivation
Identifiers—ERIC Digests

School leaders can generate student motivation by creating an atmosphere where academic success and the motivation to learn are expected and rewarded. Leaders can create a school culture conducive to learning by shaping the instructional climate and using activities and symbols to communicate goals. School restructuring that creates a positive psychological environment also influences student motivation. School leaders can create this environment by establishing policies and programs that: stress goal-setting and self-regulation, offer student choice, reward "personal bests," foster teamwork, and teach time management skills. A school's organizational structure is another influence, which can offer intrinsic rewards and enhance student autonomy. School leadership can also promote motivation by demonstrating a school value system that creates consensus around goals related to motivation and achievement. Lessons from the school leader's personal life and from noneducational settings can also be applied to education. Recognizing and rewarding success in all forms is important. (LMI)

ED 346 527 CS 507 850
Gottlieb, Stephen S.
The Media's Role in Political Campaigns. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-07
Pub Date—92
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, Audience Response, Debate, *Mass Media Effects, *Mass Media Role, Media Research, News Media, *Political Attitudes, *Political Campaigns
Identifiers—ERIC Digests, *Media Coverage, *Political Advertising, Political Communication, Voters

This digest examines the relationship between the political process and the media. The digest discusses the ramifications of advertising in politics; the role of the televised debate in elections; individual voter characteristics and the media; and media coverage and campaign awareness. Fifteen references are attached. (RS)

ED 346 319 CE 061 409
Imel, Susan
Reflective Practice in Adult Education. ERIC Digest No. 122.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-122
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Cognitive Processes, Educational Philosophy, Experiential Learning, *Learning Theories, Problem Solving, *Theory Practice Relationship
Identifiers—ERIC Digests, *Reflective Teaching

Reflective practice is a mode that integrates thought and action with reflection. Learning is dependent upon the integration of experience with reflection and of theory with practice. Experience is a basis for learning but reflection is the essential part of the learning process because it results in making sense or extracting meaning from the experience. The stage is set for reflection when "knowing-in-action" produces an unexpected outcome. This outcome can lead to "reflection-on-action" or "reflection-in-action." Reflective practice has both advantages and disadvantages: it can positively affect professional growth but is time consuming and may involve personal risk. Engaging in practice requires both knowledge of practice and awareness of professional and personal philosophy. Because programs take place in settings characterized by ambiguity, complexity, variety, and conflicting values, educators must make choices about the nature of practice problems and how to solve them. The essence of effective practice in adult education is the ability to reflect in action. Reflective practice can be a tool for revealing discrepancies between espoused theories and theories-in-use. The DATA process, which helps engage individuals in reflective practices, consists of four steps: describe, analyze, theorize, and act. (13 references) (NLA)

ED 346 318 CE 061 408
Wagner, Judith O.
Job Search Methods. ERIC Digest No. 121.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-121
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, *Employment Interviews, Employment Qualifications, Guidelines, *Job Application, *Job Search Methods, Newspapers, *Resumes (Personal), Social Support Groups
Identifiers—Employment Agencies, ERIC Digests

Steps in preparing and conducting a job search include the following: (1) developing a resume; (2) locating prospective employers; (3) applying for the job; (4) interviewing; and (5) following through. The two types of resumes are the chronological and the functional. Most application forms require some basic information: name, address, and telephone number; social security number; previous job experience; educational information; and references. Among the most frequently used methods of locating employers are cold calls, networking, newspaper ads, and employment agencies. In applying for a job, the cover letter should be personalized and contain relevant information for the job being applied for. The job interview involves an exchange between people trying to find out whether they can work together to mutual benefit. Advance preparation and knowledge of interview etiquette are important. Follow-up includes a thank-you letter and a phone call. (A bibliography lists 16 examples of the types of materials found at career centers and the public library.) (NLA)

ED 346 317 CE 061 407
Lankard, Bettina A.
Integrating Academic and Vocational Education: Strategies for Implementation. ERIC Digest No. 120.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-120
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, Career Ladders, *Educational Change, High Schools, *Integrated Curriculum, Magnet Schools, Occupational Clusters, Program Implementation, Technological Literacy, *Vocational Education
Identifiers—ERIC Digests

The integration of academic and vocational education is an educational reform strategy conceptualized by vocational educators, supported by the business community, and articulated by policy makers. Integration may improve the educational and employment opportunities of youth. Integration may offer change in an educational system that is in need of reform. The Southern Regional Education Board presented recommendations for raising the academic and technological literacy of high school graduates: vocational students must combine academic and vocational studies, and general curriculum students must study one or more academic areas in depth. All stakeholders must be involved in making changes necessary for reform: curriculum changes, organizational restructuring, and improved relationships with postsecondary education or employment. Eight integration models are as follows: (1) incorporating more academic content in vocational courses; (2) combining teachers to enhance academic competencies in vocational programs; (3) making academic courses more vocationally relevant; (4) curricular alignment; (5) the senior project; (6) the academy model; (7) occupational high schools and magnet schools; and (8) occupational clusters, career paths, and occupational majors. Several elements of success have been identified: vision and commitment; consistent support; funding resources; teacher autonomy; program evaluation; teacher training; and implementation time. (NLA)

ED 346 316 CE 061 406
Kerka, Sandra
Life Cycles and Career Development: New Models. ERIC Digest No. 119.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-92-119
Pub Date—92
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, *Career Development, Cultural Background, Cultural Influences, Developmental Stages, Family School Relationship, Human Relations, Interpersonal Relationship, *Life Events, *Models, Sex Role
Identifiers—ERIC Digests, *Life Cycles

Changes in the composition of the work force and changing work values require new life span and career development models that account for individual, gender, and cultural differences in experience. Age/stage models form one school of thought in developmental theory. A major criticism of prevailing theories is that they are based on male experiences. Researchers are questioning the validity of age-linked phases. Schlossberg's more eclectic approach of viewing the adult experience may be more useful in explaining different life/career experiences. The criticisms of existing models point out elements that are needed in revised theories of human development: redefining maturity; importance of attachment; integration of independent and interdependent aspects; relationship elements-the interweaving of the individual, family, and work; charting patterns of productive activity and relationships with others over a time span to reveal life patterns-parallel, steady/fluctuating, and divergent; developing a profile of a generation or cohort based on social, historical, and cultural factors; and cycles of stability and change. (13 references) (NLA)

ED 346 016 SO 022 196
Bahmueller, Charles F.
The Core Ideas of "CIVITAS: A Framework for Civic Education." ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-2
Pub Date—Mar 92
Contract—RI88062009
Note—4p.; For the book of which this is a digest, see ED 340 654.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, *Civics, *Democratic Values, Educational Objectives, *Instructional Materials, Law Related Education, Public Affairs Education, Secondary Education, Social Studies, *Student Educational Objectives, United States History, *Values Education
Identifiers—*CIVITAS, ERIC Digests

"CIVITAS" is a curriculum framework that specifies core ideas for civic education in the U.S. constitutional democracy. It reviews what adults should know and be able to do to as effective citizens. CIVITAS was developed by the Center for Civic Education in cooperation with the Council for the Advancement of Citizenship and with support from the Pew Charitable Trusts. More than 60 scholars contributed to this project as consultants and authors of various parts of the book "CIVITAS: A Framework for Civic Education." This ERIC Digest highlights core ideas in "CIVITAS" on the rationale for civic education. It also addresses educational goals and substantive ideas for teachers on civic virtue, civic participation skills, and civic knowledge. (DB)

ED 345 990 SO 022 117
Holt, Evelyn R.
"Remember Our Faces"-Teaching about the Holocaust. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-92-1
Pub Date—Feb 92
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anti Semitism, Educational Resources, European History, Instructional Materials, Intermediate Grades, Jews, Middle Schools, Nazism, Secondary Education, *Social Studies, Student Educational Objectives, *Teaching Methods, *World History, *World War II
Identifiers—ERIC Digests, *Holocaust

A Holocaust survivor recently implored social studies teachers to "remember our faces." This becomes an especially poignant plea when one considers the ages of the Holocaust survivors, rescuers, and liberators. This generation will soon be gone. Who will remain to tell their stories? As the 50th anniversary remembrance of World War II continues, the significance of the European Holocaust and its implications for teaching social studies at the middle and high school must be considered. Too often the Holocaust is forgotten in the recitation of dates and battles, commanders and campaigns. The annihilation of more than six million Jews cannot be described in the one or two paragraphs devoted to the Holocaust in the average social studies text. Though Auschwitz, Dachau, Bergen-Belsen, and other Nazi death camps are synonymous with horror, what of the identities of the victims of those camps? How do educators teach about those individuals who died in the camps, of those survivors who left the camps forever changed, or of those rescuers who risked their lives to help others? The goals of this ERIC Digest are to: (1) present a rationale for Holocaust education; (2) discuss curriculum placement for inclusion of the topic; (3) list organizations and resources available to help educators in teaching about the Holocaust; and (4) provide a bibliography of relevant materials in the ERIC database. (Author/DB)

ED 345 931 RC 018 743
Haas, Toni
What Can I Become: Educational Aspirations of Students in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-11
Pub Date—Jan 92
Contract—RI88062016
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Aspiration, *Academic Failure, Community Involvement, Dropouts, Educational Attainment, *Educational Status Comparison, Elementary Secondary Education, *Parent Influence, Rural Areas, Rural Education, Rural Urban Differences, *Rural Youth, Socioeconomic Background, Student Motivation
Identifiers—ERIC Digests

This ERIC Digest reports on the educational aspirations of rural youth compared with students living in urban and suburban areas. Research indicates that in comparison to urban youth, rural young people felt their parents were much more supportive of their taking full-time jobs, attending trade schools, or entering the military rather than attending college. These lower educational aspirations accompanied lower values for making a lot of money, and higher values for simply making good incomes, having secure jobs, and maintaining friendships. The circumstances that contribute to lower educational aspirations among rural youth include: (1) the strong relationship between socioeconomic status and educational outcomes, i.e., students who come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers; (2) a poverty rate that is higher in rural America than elsewhere; (3) the low educational level of rural parents which tends to influence the educational aspirations of their children; and (4) the lack of managerial and technical jobs requiring college degrees since such jobs have shifted increasingly to urban areas. Rural students cited economic and personal reasons more frequently than their urban and suburban counterparts for dropping out of high school. This report offers recommendations for schools, communities, parents, and policy makers for working together to raise the aspirations of rural youth. (LP)

ED 345 930 RC 018 742
Theobald, Paul
Rural Philosophy for Education: Wendell Berry's Tradition. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-12
Pub Date—Jan 92
Contract—RI-88-062016
Note—4p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348 Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conservation Education, *Educational Philosophy, Educational Trends, Elementary Secondary Education, Environmental Education, Liberal Arts, Role of Education, *Rural Education, *Rural Sociology, Rural to Urban Migration, *Rural Urban Differences, Rural Youth
Identifiers—*Berry (Wendell), ERIC Digests, *Nature Study

This ERIC Digest reviews past and present rural educational philosophy, focusing on the views of Wendell Berry, a Kentucky farmer and novelist who in recent years has emerged as a leading American philosopher. The major difference underlying rural and urban living is the relationship of people with nature. Rural living is much more closely related to nature. Farming, fishing, and logging-typical rural enterprises-must be carried out in ways that conserve the natural world. This principle seems less relevant in an urban setting, where production can often be pressed to whatever level the markeet will bear. Historians believe that schools have incorporated urban tendencies and have required students to become little more than good producers and consumers. The Commission on Country Life, created by President Roosevelt in 1908, was an attempt to counter rural to urban migration. One solution was to stress the study of nature in rural schools in hopes that the appeal of urban life would weaken. By 1920, this movement lost its momentum perhaps due to its proposal that small, rural schools consolidate into larger schools, which was resisted by rural communities. Wendell Berry contends that at present rural schools actively contribute to the decline of rural areas, in both environmental and human terms. Berry calls for a liberal arts curriculum that incorporates rural knowledge and concerns. This will empower rural youth to undertake wise action to cultivate practices and knowledge that will influence their lives for the better. If rural communities are going to survive, rural education must re-establish its equilibrium with nature. (LP)

ED 345 929 RC 018 741
Stevens, Peggy Walker   Richards, Anthony
Changing Schools through Experiential Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-91-13
Pub Date—Mar 92
Contract—RI-88-062016
Note—4p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Change Strategies, Cooperation, *Curriculum Development, Educational Change, Elementary Secondary Education, *Experiential Learning, Outdoor Education, *School Organization, *Student Role, *Teacher Role
Identifiers—ERIC Digests

This ERIC Digest describes how experiential education can help in designing a curriculum that young people find significant. It also describes ways experiential education can help educators make the transition from a traditional program to an activity-based program. Experiential education differs from traditional education in that teachers first immerse students in action and then ask them to reflect on the experience. Several examples of experiential education involving different disciplines are described to illustrate the benefits of this approach. When experiential education is used, teachers and students must change their roles; both groups become active learners engaged in joint efforts. School organization may need to change in order to support an experiential approach. For example, an all-day time block may be used for certain activities. Adventure is one form of experiential education that is highly effective in developing team and group skills in both students and adults. Adventure activities help develop listening skills, recognize individual strengths, and promote mutual support. These benefits apply equally well to academic problem-solving or to schoolwide improvement efforts. Experiential education is an effective change strategy for schools and a more engaging way of treating academic content. It can also provide a model for helping all those involved in schooling become more comfortable with the unfamiliar roles associated with restructuring schools. (LP)

ED 345 867 PS 020 579
Lombardi, Joan
Beyond Transition: Ensuring Continuity in Early Childhood Services. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-3
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancillary School Services, Day Care, *Developmental Continuity, Early Childhood Education, *Educational Objectives, *Family Programs, Health Programs, Kindergarten, *Parent Participation, Parent School Relationship, *Transitional Programs
Identifiers—*Developmentally Appropriate Programs, ERIC Digests

In the early childhood field, the word "transition" is used to describe the period of time that falls between two different types of activities, as well as the time periods in which children move from home to school, from school to after-school activities, from one activity to another within a preschool, or from preschool to kindergarten. Recently, there has been growing consensus that the key to effective services for young children is less through bridging the gap between different types of programs and more through ensuring continuity in certain key elements that characterize all good early childhood education. These key elements are: (1) developmentally appropriate practice that responds to the natural curiosity of young children, reaffirms a sense of self, promotes positive dispositions toward learning, and helps build increasingly complex skills in the use of language, problem solving, and cooperation; (2) involvement of parents with the schools as decision makers, volunteers, and staff, and ongoing communication between parents and teachers, and (3) health care, child care, and other supportive services for children and their families. These elements, which often characterize preschool programs, should continue into the early years of elementary school. This continuity, in and out of the classroom, will ensure continuous and effective services throughout the early years. Eleven references are cited. (AC)

ED 345 866 PS 020 578
Kemple, Kristen M.
Understanding and Facilitating Preschool Children's Peer Acceptance. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-5
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affective Behavior, Aggression, Communication Skills, Conflict Resolution, *Family Role, Interpersonal Competence, Intervention, Parent Participation, Parent Teacher Conferences, *Peer Acceptance, Peer Groups, Peer Relationship, *Preschool Children, Preschool Education, *Reputation, Self Concept, *Social Behavior, *Teacher Role
Identifiers—Caregiver Role, ERIC Digests

This digest discusses factors associated with the acceptance and rejection of preschool children by their peers and offers a number of strategies that teachers and other adults can use in their attempts to help children achieve social acceptance. Behaviors and characteristics associated with peer rejection include aggression and misinterpretation of peers' emotions. Those associated with peer acceptance include cooperation and good communication skills. A child's social reputation may influence the way other children perceive his or her behavior. In order to help a rejected child gain social acceptance, an adult must first identify the child's areas of difficulty through careful, informed observations of peer interactions. Strategies for helping children achieve social acceptance include: (1) grouping children who lack social skills with those who are socially competent; (2) planning special play sessions between a socially isolated child and younger children; (3) for aggressive children, planning activities that present hypothetical situations, and as a result, encourage a wide range of ideas for potential solutions; (4) steering a child who has difficulty entering ongoing play toward smaller or more accepting groups; (5) translating for the peer group the unpopular child's behavior and apparent intentions; and (6) involving the child's family, either directly or indirectly. A list of eight publications is appended. (GLR)

ED 345 854 PS 020 547
Hartup, Willard W.
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-4
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Psychology, *Children, *Cognitive Development, Developmental Psychology, Elementary Secondary Education, *Friendship, *Peer Relationship, Personality Development, Preschool Education, *Psychological Patterns, *Social Development
Identifiers—ERIC Digests

Peer relations contribute substantially to both social and cognitive development. The essentials of friendship are reciprocity and commitment between individuals who see themselves more or less as equals. Affiliation and common interests, the main themes in friendship relations, are first understood in early childhood. Friends serve as emotional resources, affording children the security to strike out into new territory and acting as buffers from negative events. Friends also act as cognitive resources, for they teach each other through peer tutoring, cooperative learning, peer collaboration, and peer modeling. Because cooperation and conflict occur more readily in friendships than in other social contexts, friendships are also important to the development of social skills, and children's friendships are thought to be templates for subsequent relationships. Although relatively few investigators have sought to verify the developmental significance of friendship, emerging evidence suggests that having friends, making friends, and keeping friends forecast good developmental outcomes. These outcomes may appear in the areas of positive self-attitudes and the functioning of future relationships. Children with friends are better off than children without friends, though if necessary, other relationships can be substituted for friendships. Consequently, friendships should be viewed as developmental advantages, rather than developmental necessities, and evidence concerning friendships as educational contexts should be read in this light. (AC)

ED 345 756 IR 054 159
Stonehill, Robert M.
Myths and Realities about ERIC. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-3
Pub Date—Jun 92
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Clearinghouses, *Databases, *Education, Federal Programs, *Information Services, Information Sources, *Information Systems, Microfiche, Online Searching, Publications
Identifiers—*ERIC, ERIC Digests

Ten commonly held misconceptions about the Educational Resources Information Center (ERIC) information system are presented together with a brief discussion of the facts for each one. These factual responses provide the following overview of the ERIC system. ERIC is a national information system that includes 16 clearinghouses and four support components. In 1991, the system acquired and indexed 30,000 new documents and journal articles, produced more than 200 publications, responded to more than 100,000 requests for information, distributed more than 17 million microfiche, and increased its formal network of ERIC Partners to more than 500 education organizations. ERIC is the world's most widely used education database, with more than 3,000 locations around the world receiving ERIC print or database products. About 900 of these maintain complete microfiche collections and provide search services for clients. It is easy to submit documents to ERIC and authors remain free to submit their work to any journal or publisher. The system has strict quality control procedures that govern the selection of documents; in 1991, approximately 32% of the documents submitted were rejected. Announcing a document in ERIC can be an effective marketing tool, as people are more apt to want an original document from the publisher than a photocopy or microfiche from ERIC. The system produces four reference and referral databases as well as the bibliographic database of ERIC documents and journal articles. ERIC is committed to reach audiences that include practitioners, policymakers, and parents, as well as researchers. Components of the ERIC system responded to more than 42,000 requests from teachers and administrators in 1991, and several recent studies show that not only is ERIC recognized by teachers and administrators, but that its products are used and appreciated. (BBM)

ED 345 753 IR 054 144
Brennan, Mary Alice
Libraries for the National Education Goals. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-4
Pub Date—Jun 92
Contract—RI88062008
Note—4p.; Based on "Libraries for the National Education Goals," by Barbara K. Stripling; see IR 054 132.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— Opinion Papers (120) — Reports - Descriptive (141) — ERIC Information Analysis-Products (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Adult Education, Career Exploration, Computer Networks, Drug Education, *Educational Improvement, Elementary Secondary Education, Learning Readiness, Learning Resources Centers, *Library Role, *Library Services, Lifelong Learning, Literacy Education, *National Programs, Postsecondary Education, Program Descriptions, Public Libraries, School Libraries

Identifiers—America 2000, ERIC Digests, Information Skills, *National Education Goals 1990

This digest highlights the findings of an extensive review and analysis of the literature related to the role of libraries in education. The review was undertaken to demonstrate the critical role libraries can play in meeting the six National Education Goals adopted in 1990 by the President and the governors of the United States. The goals, which are to be accomplished by the year 2000, are as follows: (1) all children in America will start school ready to learn; (2) the high school graduation rate will increase to at least 90 percent; (3) American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy; (4) U.S. students will be the first in the world in science and mathematics achievement; (5) every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship; and (6) every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. A brief statement about each of the goals is provided, followed by highlights of two programs related to that goal. Four key publications, including the monograph on which this digest is based, are listed as references. (BBM)

ED 345 583 FL 020 423

Davis, James J.

African-American Students and Foreign Language Learning. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-08

Pub Date—May 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Black Dialects, *Black Students, Cultural Background, Higher Education, Instructional Materials, *Second Language Learning, *Student Attitudes, Student Motivation

Identifiers—*African Americans, ERIC Digests

The performance and attitudes of African-American students of foreign languages are discussed in this digest. Three major areas are reported: (1) Black English and foreign language learning, including theories of language deficiency, sociolinguistic research, phonology and syntax; (2) research on the performance of African-American students of foreign languages; and (3) research on the attitudes of African-American students of foreign languages. It is concluded that at one time claims were made that the African-American student did not see any benefit or relevance in the study of a foreign language, but that over the past 20 years there has been a shift in the affective component of the African-American attitude toward foreign language study. In the classroom setting, the phenomenon of "anomie," a feeling of estrangement from one's own culture, can be dissipated through the conscientious inclusion of instructional materials focusing on the contributions of members of one's own cultural heritage. Contains 27 references. (LB)

ED 345 540 FL 020 287

Hammond, Deanna Lindberg

The Translation Profession. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-07

Pub Date—Apr 92

Contract—RI88062010

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, *Employment Patterns, *Employment Qualifications, *Interpreters, Occupational Information, Professional Education, *Translation

Identifiers—ERIC Digests

The demand for competent translators is at an all-time high. Translators work with written language, and generally work either in-house for a business, translation agency, or other institution, or as free-lancers. Leading employers of translators in the United States are the federal government, domestic and multinational corporations and subsidiaries, importers and exporters, commercial and non-profit research institutions, manufacturers, engineering and construction firms, publishing industry, patent attorneys, news media, international organizations, and foreign, diplomatic, commercial, and scientific represtnatives in the U.S. translators must be capable of expressing in the target language ideas formulated by someone else in the source language, requiring knowledge of subject-specific terminology, awareness of style and grammar, regional language, and nuances and idiomatic expressions. Translation courses are increasingly available in colleges and universities. Qualifications recommended for translators in the current market include subject-matter specialization, high target language proficiency, highly-developed writing skills, broad and varied language training, and periodic professional continuing education. Need for translation exists most commonly in advertising, commercial information-gathering, business communication, scientific and professional journals, and scholarly writing. (MSE)

ED 345 281 CS 213 348

Brand, Alice G.

Writing Assessment at the College Level. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-06

Pub Date—92

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Outcomes Assessment, *Higher Education, High Schools, *Student Evaluation, *Student Placement, *Writing Evaluation, Writing Processes, Writing Skills

Identifiers—Alternative Assessment, ERIC Digests, Process Approach (Writing)

This digest reviews writing assessment-what it means and how it works-at a selected number of colleges and universities in the United States. The digest discusses outcomes assessment, placement testing, placement and the writing process, and end-of-course evaluation. The digest concludes with a brief reminder for college-bound students of what writing specialists look for in determining writing skill: fluency or the amount written; quality and quantity of detail; complexity of ideas; organization; and correctness. (RS)

ED 344 978 UD 028 666

Hahn, Andrew

Managing Youth Programs: A Critical Gap in the Research. ERIC/CUE Digest, Number 79.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-2; ISSN-0889-8049

Pub Date—Mar 92

Contract—RI88062013

Note—4p.; Digest is based on an unpublished paper, "Inside Youth Programs: A Paper on the Limitations of Research" by A. Hahn.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Principles, *Administrative Problems, Disadvantaged Youth, *Program Administration, Program Effectiveness, Program Evaluation, Program Implementation, Research Design, Research Problems, *Youth Programs

Identifiers—ERIC Digests

This Digest argues that management factors are central to youth program successes and failures and that these factor have been ignored in research on youth programs. Instead, the Digest notes that research and evaluation of programs have focused on the following: (1) whether the right audience is served; (2) whether to make incremental improvements or radical changes in program design; and (3) whether data about program effectiveness were gathered or interpreted properly. Drawing from evaluations of several programs the Digest suggests the following four elements essential for quality program management: (1) a well-managed service delivery system; (2) effective targeting and recruiting; (3) a well-articulated and consistent identity; and (4) sound leadership and an effective staff. In addition, funding mechanisms usually do not allow for long-term, stable staffing as funders expect services to begin as soon as the grant is made and ignore the fact that the staff must be hired and trained. Consequently, many programs are poorly run. One national study is cited as finding that low salaries and workers' perceptions of a lack of advancement in the field contributed to high turn-over while program managers reported that they preferred to hire more staff over investing in training existing staff. Included are five references. (JB)

ED 344 977 UD 028 665

Schwartz, Wendy Hanson, Katherine

Equal Mathematics Education for Female Students. ERIC/CUE Digest, Number 78.

Education Development Center, Inc., Newton, MA. Center for Equity and Cultural Diversity.; ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-92-1; ISSN-0889-8049

Pub Date—Feb 92

Contract—RI88062013

Note—4p.; Digest is based on a monograph, "Teaching Mathematics Effectively and Equitably to Females" by K. Hanson.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Classroom Techniques, Cognitive Style, Elementary Secondary Education, *Equal Education, *Females, *Mathematics Education, Sex Bias, Sex Differences, *Sex Discrimination, Sex Fairness, Sex Role, Socialization, Student Educational Objectives, Teacher Role, Teaching Methods

Identifiers—ERIC Digests

This Digest reviews common teaching practices and methods of communication in the classroom to indicate the treatment of female students that inhibits their ability to successfully learn mathematics as well as identifying some negative attitudes about female mathematics achievement held by teachers and parents that may deter girls from continuing their mathematics education. A look at socialization issues indicates that a decline in self-esteem and capitulation to the forces of socialization encourage girls to focus on their bodies at the expense of a whole-person or achievement orientation. Exploration of learning styles finds that male styles of learning are more often found in mathematics classes, and that girls think that mathematics has no utility in their lives. An analysis of traditional teaching methods and curricula also finds that the classroom structure, designed to foster independent non-collaborative thinking, is most supportive of white male, middle-class socialization models. A review of the role of teachers in learning finds that teachers unconsciously give more attention to male students and that female students expect and receive less attention. Recommendations for change conclude the Digest. Fourteen references are included. (JB)

ED 344 873 SP 033 773
Kauffman, Dagmar
Supervision of Student Teachers. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-7
Pub Date—May 92
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, *Cooperating Teachers, Demonstration Programs, Elementary Secondary Education, Higher Education, Preservice Teacher Education, *Program Improvement, *Student Teachers, *Student Teacher Supervisors, *Student Teaching, *Supervisory Methods, Supervisory Training
Identifiers—ERIC Digests, Ohio State University, University of New Hampshire

This ERIC Digest focuses on the student teacher, the school-based cooperating teacher, and the university supervisor, all of whom form a supervisory triad. Barriers to improved student teaching supervision such as incongruent role expectations and lack of substantive communication and collaboration among triad members are discussed. Some efforts designed to overcome these barriers include: training for university supervisors to reconceptualize their roles; training for cooperating teachers to analyze their teaching and supervisory techniques; and the selection and matching of triad members in a systematic way. Collaborative efforts at the University of New Hampshire and the Ohio State University in which public school and university personnel act as equal partners are described. Seventeen references are cited. (LL)

ED 344 872 SP 033 772
So You Want To Be a Teacher. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-92-6
Pub Date—May 92
Contract—RI88062015
Note—4p.; Supersedes earlier digest (ED 282 860).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admission Criteria, Career Information Systems, Elementary Secondary Education, Higher Education, Required Courses, *Teacher Certification, *Teacher Education, *Teacher Education Programs, Teacher Supply and Demand, *Teachers (Occupation)
Identifiers—ERIC Digests, *Question Answering

Increased public interest in education is attracting students and career-changers to the teaching profession. This ERIC Digest is organized into questions and answers dealing with teacher preparation: (1) What do teachers do? (2) What are working conditions like? (3) What academic preparation is needed; (4) Do I take courses after I receive my teaching credential? (5) Is admission to a teacher education program automatic when admitted to a 4-year college? (6) What courses are taken in a teacher education program? (7) How do I find teacher education programs? (8) How do I choose a teacher education program; (9) Where can I obtain financial aid information? (10) After completing the teacher education program, am I eligible to receive a credential? (11) Are there other ways to become certified? (12) Where can I find information on various State requirements? (13) Are there national teaching requirements? (14) If I meet the requirements in one State, can I teach in another? (15) How do I locate jobs? and (16) What is the demand for teachers? (LL)

ED 344 342 EA 023 929
Weaver, Tyler
Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-3
Pub Date—Jun 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Decision Making, *Educational Improvement, Educational Quality, Elementary Secondary Education, *Equal Education, *Ethnicity, *Racial Balance, *School Choice
Identifiers—*Controlled Choice, ERIC Digests

Controlled school choice attempts to provide choice while maintaining ethnic and racial integration. The following elements are found in most controlled-choice plans: (1) any program that is successful in one zone must be replicated in all the other zones; (2) parent information centers are available to help parents make educated choices; (3) low-performing and unpopular schools are assisted in their efforts to improve; and (4) clear assignment criteria are utilized to avoid subjective and unfair assignments. Most controlled-choice districts assign about 75 percent of students to their first choice, and 10 percent to their second choice. Evidence from Cambridge, Massachusetts, indicates that controlled choice has been improving educational quality. (8 references) (MLF)

ED 344 329 EA 023 906
Conley, David T.
Five Key Issues in Restructuring. ERIC Digest, Number 69.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-2
Pub Date—May 92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Change Strategies, *Community Support, *Educational Objectives, Elementary Secondary Education, *High Risk Students, *Outcomes of Education, *Principals, *School Restructuring
Identifiers—ERIC Digests

Five key issues can serve to summarize the complexity of the restructuring process and some of the challenges being faced: (1) developing a vision that unites projects; (2) identifying outcomes that will be assessed; (3) obtaining the active support of the community; (4) redefining the role of principals from power-wielders to facilitators; and (5) changing basic organizational practices to better meet the needs of at-risk students. (10 references) (MLF)

ED 344 190 CS 010 901
Smith, Carl B. Sensenbaugh, Roger
Helping Children Overcome Reading Difficulties. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-05
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dyslexia, Elementary Education, Learning Disabilities, Parent Participation, *Reading Difficulties, *Reading Material Selection, *Reading Strategies, *Remedial Reading, *Self Esteem
Identifiers—ERIC Digests

This digest discusses children with reading difficulties and how these children can be helped to read and learn more effectively. The digest offers a definition and discussion of dyslexia, examines instructional conditions that help the reading comprehension of children labeled as learning disabled, offers suggestions for choosing helpful reading materials, and stresses the importance of a positive attitude on the part of the child. (RS)

ED 343 687 PS 020 401
Dowd, Frances Smardo
Library Latchkey Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-92-1
Pub Date—92
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*After School Programs, Foreign Countries, *Latchkey Children, Librarians, *Library Role, *Library Services, Library Surveys, National Surveys, *Public Libraries, Referral, Users (Information)
Identifiers—ERIC Digests, *Library Public Services

This digest discusses ways in which public libraries deal with latchkey children who spend their after-school hours at public libraries while their parents are at work. Research conducted in 1990 of 110 public libraries revealed that almost all libraries encountered unattended children after school hours, and that most libraries surveyed were not adversely affected by latchkey children. Nine successful or innovative programs in public libraries in the United States and Canada that address the needs of latchkey children are described. These programs often involve transportation of children from schools to the library; using retired senior volunteers; theater presentations; making available arts and crafts, games, computers and typewriters, read-along books, films, and refreshments; activities, including theater presentations, swimming, and field trips; and instruction in etiquette, survival and safety skills. Some programs offer activities designed to foster self-esteem and creativity, child care referral services for parents, and special services for children of immigrants. Recommendations for libraries include interacting with community agencies; conducting research; recruiting children as future library patrons; creating a separate area for children's use; using volunteers; and providing arts and crafts supplies. The digest is adapted from the book, "Latchkey Children in the Library and Community: Issues, Strategies, and Programs" (Oryx Press, 1991). Eight references are cited. (BC)

ED 343 617 IR 054 049
Brennan, Mary Alice
Trends in Educational Technology 1991. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-92-1
Pub Date—Mar 92
Contract—RI88062008
Note—4p.; This digest is based on "Trends in Educational Technology 1991," by Donald P. Ely.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Content Analysis, Distance Education, *Educational Technology, Elementary Secondary Education, *Evaluation, Higher Education, Instructional Design, *Instructional Development, Microcomputers, *Professional Education, Research and Development, Training, Trend Analysis
Identifiers—ERIC Digests

A content analysis was performed to determine the trends in educational technology for the period October 1, 1990, through September 30, 1991. Sources for the analysis included five leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to confirm the trends indicated in the content analysis. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) the creation of technology-based teaching/learning products that are based largely upon instructional design and development principles; (2) an increasingly important role for evaluation in the instructional development process; (3) the establishment of distance education as a major vehicle of instruction at all levels of education; (4) the presence of microcomputers in almost all public schools in the United States; and (5) the use of telecommunications to establish new links between educators and students. (11 references) (MAB)

ED 343 462 FL 800 473

Huss, Susan And Others

Using Computers with Adult ESL Literacy Learners. ERIC Digest.

National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-90-08

Pub Date—Nov 90

Contract—RI89166001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Students, Authoring Aids (Programing), *Computer Assisted Instruction, Computer Software, *English (Second Language), Interpersonal Competence, Language Acquisition, *Literacy Education, Word Processing, Writing Instruction

Identifiers—ERIC Digests

An overview is presented of the ways in which various types of computer software and instructional strategies can be used effectively with English-as-a-Second-Language (ESL) adult literacy learners. Computer use in language and literacy development in general is first reviewed. It is then noted that in spite of the progress made in hardware and software development and toward integrating computers into adult ESL language and literacy instruction, the effectiveness of computer assisted instruction (CAI) is still largely dependent on the ability of instructors to choose, adapt, and use computer programs effectively. Some of the problems are discussed, such as the lack of instructional approaches for developing both language and literacy skills simultaneously. Instructors are advised to use software that allows them to alter the content vis an authoring or editing option in the software package, or to design activities within a larger framework. The use of word processors and collaborative writing is also considered. CAI is concluded to be an effective experience for adult ESL literacy learners and their instructors, especially when it is used to facilitate interpersonal communication as well as language and literacy skills development. Contains 18 references. (LB)

ED 343 410 FL 020 120

Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.; Teachers of English to Speakers of Other Languages.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-06

Pub Date—Feb 92

Contract—RI88062010

Note—4p.; For the earlier edition, see ED 321 587.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Employment Opportunities, *English (Second Language), Foreign Countries, *Language Teachers, *Second Language Instruction

Identifiers—ERIC Digests

This Digest, an update to a 1990 Digest, provides information on finding employment opportunities abroad for teachers of English as a foreign language (EFL). Sections highlight the following: considerations for teaching EFL outside of the United States; general information sources on teaching English abroad; teaching in international schools; and additional sources of overseas teaching information. (eight references) (VWL)

ED 343 408 FL 020 087

Wilcox, Sherman Wilcox, Phyllis

Teaching ASL as a Second Language. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-05

Pub Date—Dec 91

Contract—RI88060210

Note—4p.; This Digest is based on the monograph, "Learning To See: American Sign Language as a Second Language," Regents Prentice Hall, Old Tappan, NJ, 1991.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Sign Language, Instructional Materials, *Program Design, *Second Language Instruction, Second Language Programs, *Teaching Methods

Identifiers—ERIC Digests

To help teachers and administrators of American Sign Language (ASL) design and implement effective ASL programs, this Digest answers questions about ASL and the essential components of an ASL program, including ASL course design, methods and approaches for teaching ASL as a second language, and ASL instructional materials. (nine references) (VWL)

ED 343 407 FL 020 086

Stone, LeeAnn

Task-Based Activities: Making the Language Laboratory Interactive. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-04

Pub Date—Dec 91

Contract—RI88060210

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communicative Competence (Languages), Interaction, *Language Laboratories, *Learning Activities, *Second Language Instruction, *Second Language Learning, Teaching Methods

Identifiers—ERIC Digests

This digest examines ways in which the foreign language laboratory can serve to support communicative approaches to language instruction by becoming interactive. Although, in one sense, this can be achieved through the acquisition of interactive hardware, this paper focuses on the pedagogical approaches to language lab use that create interaction by allowing students to use the language when their attention is focused on conveying and receiving authentic messages. These approaches involve task-based activities, which require the student to use the language being studied even though the task itself is not focused on the language. Task-based activities involve making use of the unique features of the language lab to create a learning environment that cannot be recreated in the regular classroom. (VWL)

ED 343 196 EA 023 592

Conley, David T.

Some Emerging Trends in School Restructuring. ERIC Digest, Number 67.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-9

Pub Date—Jan 92

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, Elementary Secondary Education, Parent Participation, *Participative Decision Making, *School Restructuring, Teacher Responsibility

Identifiers—ERIC Digests

The vision of school restructuring seems to be taking shape. New themes and patterns in curriculum, instruction, and assessment have begun to emerge in American schools. A new focus on social issues and practical application opens the doors to more community and parent involvement. Teaching strategies are becoming more congruent with the needs, capabilities, and motivations of the learner. Technology is taking a larger role in education, as it provides an interface with sources outside the school, a support for basic skills, and a support for creativity. A new role for teachers and administrators is also evolving and changing to suit specific schools and programs. (12 references) (LAP)

ED 343 136 CS 213 220

Gottlieb, Stephen S.

Clear Writing in the Professions. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-92-04

Pub Date—92

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Audience Awareness, *Business Communication, *Content Area Writing, Higher Education, Medical Education, *Technical Writing

Identifiers—Clarity, Communication Context, ERIC Digests, *Plain English Movement, *Professional Writing, Writing Contexts

This digest presents details of some of the efforts to improve the clarity of written communication in business and the professions. The digest discusses the Plain English movement; writing in professional schools (particularly law and engineering); writing and the medical profesisons; and the public and professional writing. (18 references) (RS)

ED 342 775 SP 033 667

Fain, Gerald S.

Ethics in Health, Physical Education, Recreation, and Dance. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-91-4

Pub Date—Apr 92

Contract—RI88062015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Codes of Ethics, Dance, Elementary Secondary Education, *Ethical Instruction, Ethics, Health, Higher Education, *Moral Values, Occupational Clusters, Physical Education, Professional Continuing Education, Recreation, Specialization, *Values Clarification, Values Education

Identifiers—ERIC Digests, *Moral Reasoning

This digest addresses the importance to professional practice of ethics and shared values, focusing on the fields of health, physical education, recreation, and dance (HPRD). Practitioners in these fields routinely deal with situations that call upon moral reasoning and the articulation of values such as instruction about personal health, sexual behavior, use of alcohol and tobacco, fair play, and how one spends leisure time. While a unified code of ethics, covering a host of different specialties within HPRD does not exist, specializations share certain fundamental values, such as promotion of cooperative systems for self-expression (e.g., sport as an instrument for cross-cultural understanding), harmony between people and their environments, development of good character, familiarity with ethical concepts, and an interest in moral reflection. These shared values can be fostered in professional preparation and inservice education. Codes of ethics can reflect the moral foundation of professional life, provide an opportunity to instruct beginning practitioners in professional responsibility, and serve as a reminder to those in the field that continued practice is dependent upon compliance with specific expectations held by colleagues. (LL)

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ED 342 463 PS 020 194
Coleman, Mick
Planning for Parent Participation in Schools for Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-9
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication (Thought Transfer), Cultural Awareness, Family Influence, Parent Materials, *Parent Participation, *Parent School Relationship, *Parent Teacher Conferences, Parent Teacher Cooperation, *Preschool Education, *Teacher Role
Identifiers—ERIC Digests

Because family and school represent the primary environments in which young children grow and develop, it is important to build and maintain strong parent participation in preschool education. Teachers can plan parent participation strategies to give equal consideration to the needs of all families represented in a class. Teachers can plan for parental involvement by: recognizing and overcoming barriers to participation; considering the resources and expertise of parents; developing communication strategies for such products as newsletters; planning ahead for parent-teacher conferences and following up on them; empowering parents with confidence; creating an environment that encourages information sharing; and limiting the number of educational objectives. To improve multicultural parent participation, teachers can: ask parents for advice and assistance, avoid generalizations about children from different backgrounds, and review children's social networks and assignments in small group activities. Contains 5 references. (LB)

ED 342 175 EC 300 934
Berger, Sandra L.
Differentiating Curriculum for Gifted Students. ERIC Digest #E510.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-15
Pub Date—91
Contract—RI88062007
Note—[illegible]p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Evaluation, *Educational Principles, Elementary Secondary Education, *Gifted, Special Programs, Student Characteristics, Student Development, Student Needs, *Talent
Identifiers—Differentiated Curriculum (Gifted), ERIC Digests

No matter where gifted and talented students obtain their education, they need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests. A program that builds on these characteristics may be viewed as qualitatively (rather than quantitatively) different from the basic curriculum. This curriculum would result from appropriate modification of content, process, environment, and product expectation and student response. Curriculum effectiveness can be judged by examining mastery of basic skills, problem-finding and problem-solving activities, and connections within and across systems of knowledge. Seven guiding principles for curriculum differentiation are offered, covering such areas as productive thinking skills, self-directed learning, and in-depth study. (11 references) (JDD)

ED 342 107 EA 023 721
Weaver, Tyler
Year-Round Education. ERIC Digest, Number 68.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-92-1
Pub Date—92
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free except for $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Learning Processes, *School Schedules, Student Improvement, *Year Round Schools
Identifiers—ERIC Digests

Schools usually adopt year-round education (YRE) for its cost saving features, but a year-round calendar affects all aspects of a school. The primary educational benefit of YRE is that it facilitates continuous student learning. YRE's effect on the curriculum is more complicated at the secondary level than at the elementary level. While studies rarely show that YRE lessens student achievement, a district's decision to implement or not to implement YRE should include the following considerations: (1) differences in schools; (2) problems caused by offseason vacations; (3) teachers' need for the long summer break to continue their own education; (4) family disruption; (5) community opposition; and (6) year-round administrator burnout. (9 references) (MLF)

ED 341 892 CG 023 987
Mohai, Caroline E.
Peer Leaders in Drug Abuse Prevention. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-7
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Drug Abuse, Elementary School Students, *Elementary Secondary Education, *Peer Counseling, *Prevention, Secondary School Students
Identifiers—ERIC Digests

Although peer leaders have been effectively assisting school staffs since the 1960s, they have recently assumed their most critical role to date. Peer leaders are leading other students through drug prevention curricula, particularly those based on the Special Influence Model (SIM), which seeks to stregthen students' awareness of and resistance to external pressures exerted by family, friends, and the media, and to internal pressures such as low self-esteem that can lead youth to drug use. In addition, peer leaders are serving as prevention program administrators and often are taking the leadership in developing alternative drug-free school and community activities. (ABL)

ED 341 891 CG 023 986
Huey, Wayne C.
Counseling Teenage Fathers: The "Maximizing a Life Experience" (MALE) Group. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-6
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Services, *Early Parenthood, *Fathers, Intervention, Legal Responsibility, Parent Responsibility, Parent Rights, Resources, *School Counseling, Secondary Education, *Secondary School Students
Identifiers—ERIC Digests, Legal Rights

Most teenage fathers care about what happens to their children and need to be given the opportunity to explore their concerns and feelings; however, they do not usually ask for help on their own. The Maximizing a Life Experience (MALE) program focuses on the goals of helping young men to understand their emotional as well as their legal rights and responsibilities as unwed fathers and to learn about available resources. The program, which consists of eight sessions plus a group evaluation, is described, and it is concluded that school counselors must become more active in responding to the silent cries of the forgotten half of the teenage pregnancy problem. (ABL)

ED 341 890 CG 023 985
Griggs, Shirley A.
Learning Styles Counseling. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
Report No.—EDO-CG-91-5
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Cognitive Style, Counseling Services, *Counseling Techniques, *Counselor Role, Elementary School Students, *Elementary Secondary Education, Intervention, Secondary School Students, Student Characteristics
Identifiers—ERIC Digests

The challenge for schools today is to assess the learning style characteristics of each student and to provide teaching and counseling interventions that are compatible with those characteristics. The counselor's role is major both as a consultant to teachers and as a provider of counseling services. This digest discusses learning style models, diagnosing learning styles, matching learning style preference with appropriate counseling techniques, and the need for counselors to become skilled in consultation with teachers. Counselors across the nation who have implemented learning style approaches have reported positive changes in students' academic achievement and attitudes toward school as a result. (ABL)

ED 341 889 CG 023 984
Sanborn, Robert
Internationalizing the University Career Center. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-4
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, Career Guidance, Colleges, College Students, *Global Approach, Higher Education, Student Personnel Services, Trend Analysis, *Universities
Identifiers—*Career Centers, ERIC Digests

Internationalization of higher education and of the student services areas within universities is almost certainly a subject to be dealt with now or in the near future. Career centers may be pressed to internationalize sooner than other areas because of student demand. The university career center should respond to this demand and seek to assist students in participating in the global economy. This digest briefly sketches: the development of the program; establishing the need; creating an administrative base; the primary program goals; components of the internationalized career center; possible problems; and societal benefits. (ABL)

ED 341 888 CG 023 983
Robinson, Edward H., III Rotter, Joseph C.
Coping with Fears and Stress. ERIC Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-3
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Anxiety, Elementary School Students, Elementary Secondary Education, •Fear, High Risk Students, Intervention, •Prevention, •School Counseling, Secondary School Students, Stress Variables
Identifiers—ERIC Digests

Children's fears can have a self-preserving and motivational quality or have an inhibiting or debilitating effect. Counselors can use three levels of intervention for the prevention of disturbances related to fear and anxiety. The first of these focuses on developmental guidance and counseling activities designed for all children to develop a sense of control, security, and self-worth. The second level of prevention should focus on higher risk children—those who have been exposed to traumatic events and who are therefore more susceptible to developing fear related problems. Finally, the third level should focus on children who are actually in the process of experiencing fear disturbances and who lack the ability to cope with these fears.

ED 341 887 CG 023 982
Lee, Courtland C.
Empowering Young Black Males. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-2
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Black Students, •Counselor Role, Elementary Secondary Education, •Males
Identifiers—ERIC Digests, Self Empowerment

Young black males in contemporary American society face major challenges to their development and well-being. Social, cultural, and economic forces have combined to keep black males from assuming traditional masculine roles. Counselors committed to the cause of black male empowerment can play an active role in promoting developmental initiatives at both the elementary and secondary level. Empowerment interventions for young black males must take into account African and African-/American culture and its crucial role in fostering socialization. Counselors committed to black male empowerment may need to assume the role of educational advocate. (ABL)

ED 341 886 CG 023 981
Mohai, Caroline E.
Are School-Based Drug Prevention Programs Working? ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-91-1
Pub Date—31 Dec 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Drug Abuse, Elementary School Students, Elementary Secondary Education, •Prevention, Program Design, •Program Effectiveness, •School Activities, Secondary School Students
Identifiers—ERIC Digests

The effectiveness of many specific drug prevention strategies is not known yet, primarily because of poor program evaluation design. However, evidence has shown that interventions based on the social influence model are effective. Regardless of strategies employed, all prevention programs must start early; involve coordinated efforts with the community; include students, parents, teachers and community members in the planning process; and implement a systematic and comprehensive program. The program should be based on a clear hypothesis; contain different strategies for different populations; and give special attention to the needs of at-risk students. (ABL)

ED 341 762 UD 028 536
Ascher, Carol
Retaining Good Teachers in Urban Schools. ERIC/CUE Digest, Number 77.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-7; ISSN-0889-8049
Pub Date—[Sep 91]
Contract—RI88062013
Note—4p.; Digest co-published by the ERIC Clearinghouse on Teacher Education and the ERIC Clearinghouse on Urban Education.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bureaucracy, Class Size, •Elementary School Teachers, Elementary Secondary Education, Faculty Mobility, •Inner City, Master Teachers, Participative Decision Making, Professional Continuing Education, •Secondary School Teachers, •Teacher Persistence, Teacher Role, •Teaching Conditions, Team Teaching, Urban Problems, •Urban Schools
Identifiers—ERIC Digests

Senior, high quality teachers can be retained in inner city schools despite limited resources and difficult conditions. Compared to teachers in suburban and rural school districts, teachers in urban systems often have lower salaries, work under greater bureaucratic constraints, teach more students per day, and lack basic materials. Good, supportive working conditions can significantly mitigate such drawbacks. The following measures can serve to create an attractive working environment for urban school teachers: (1) improving the management of existing resources and involving teachers in decisions made at the school level; (2) working for smaller class sizes, which benefits students as well as teachers; (3) rewarding good teaching with opportunities and incentives to remain in the classroom (such as master teacher recognition within the school that allows experienced teachers power, prestige, and money while students and new teachers can continue to benefit from the master teachers' expertise); (4) minimizing bureaucracy and empowering teachers through greater knowledge about their field, their professional community, and educational policy; (5) breaking down teacher isolation through team teaching and joint planning; and (6) helping teachers to try out new teaching methods and generate new ideas for a sense of continual professional learning. Since the effectiveness of urban schools is largely dependent upon quality teachers, efforts to retain them should be a high priority. Included are nine references. (JB)

ED 341 648 SP 033 507
Coballes-Vega, Carmen
Considerations in Teaching Culturally Diverse Children. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-2
Pub Date—Jan 92
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, •Cultural Awareness, Cultural Background, •Cultural Pluralism, Elementary Secondary Education, Higher Education, •Minority Group Children, •Multicultural Education, •Preservice Teacher Education, •Teacher Education Curriculum
Identifiers—•Diversity (Student), ERIC Digests

Recent projections estimate that minorities, including African Americans, Hispanics, Native Americans, and Asians, will comprise one-third of the U.S. population. Currently, the majority of prospective teachers are White females, a situation which stands in sharp contrast to the backgrounds of the students they will teach. This digest examines considerations within preservice teacher education programs to address this challenge. Researchers have recommended that the following be included in the teacher education curriculum: (1) at least one course in multicultural education that takes into consideration the needs of all students; (2) information about the history and culture of students from a wide range of ethnic, racial, linguistic, and cultural backgrounds; (3) integration of content about the contributions made by various groups; (4) information about first and second language acquisition and effective teaching practices for working with students from limited English proficient backgrounds; and (5) field experiences and student teaching opportunities with students from varying backgrounds. (LL)

ED 341 407 IR 053 959
Spitzer, Kathleen L.
Fax for Library Services. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-10
Pub Date—Dec 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Elementary Secondary Education, •Facsimile Transmission, Higher Education, •Interlibrary Loans, Learning Resources Centers, Library Networks, •Library Services, Public Libraries, Research Libraries, •Shared Library Resources, User Needs (Information)
Identifiers—ERIC Digests

This digest discusses how libraries of all types are using the facsimile (or "fax") machine to meet users' information needs. A definition of facsimile technology includes the components of a fax machine, the four types of fax machines, and the recent development of the "fax board," which allows a computer to transmit information to other fax machines or computers with fax boards. A brief history of the use of facsimile in libraries is then given and it is noted that libraries predominantly use this technology to speed interlibrary loan materials and requests. Also described is the current use of the fax to form combinations of academic, public, school, and special libraries to share information resources. A number of factors to be considered before implementing a fax service are listed, including questions that relate to both general and interlibrary loan usage policies. The digest concludes with descriptions of various features of facsimile machines that libraries might consider before selecting equipment for purchase. (13 references) (MAB)

ED 341 116 EA 023 497
ERIC Digests, 1988-1991: A Compendium of Forty Titles.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ISBN-0-86552-114-X
Pub Date—92
Contract—R188062004
Note—91p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($8.00; $2.50 postage and handling).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors—Administrative Principles, Administrator Evaluation, Drug Abuse, •Educational Ad-

ministration, *Educational Finance, Educational Planning, *Educational Policy, Elementary Secondary Education, Higher Education, High Risk Students, Management Teams, Parent Participation, *Personnel Management, Program Evaluation, Racial Bias, School Based Management, School Choice, School Demography, *School Personnel, School Restructuring, School Safety, *State School District Relationship
Identifiers—ERIC Digests

This compendium contains 40 ERIC Digests published by the ERIC Clearinghouse on Educational Management from 1988 to 1991. Listed alphabetically by title, the digests discuss a wide range of topics related to school management and administrative responsibilities, followed by 8 to 15 references. Topics covered include AIDS/HIV education; evaluation of students, personnel, and academic programs; school finance, accountability, and fiscal policy concerns; school safety and security issues; treatment of racism, sexual abuse, drug abuse, and drug-affected children; programs for at-risk youth and their families; and recruitment of minority teachers. Other topics are changing school demographics; team management, school-based management and school restructuring; policy analysis; strategic planning; teacher and administrator preparation; the state-school district relationship; the role of education; magnet schools; and parental involvement in the education process. Each of these Digests also appears separately in the ERIC database. (MLH)

ED 341 111 CS 507 721
Aiex, Nola Kortner
Communication Strategies for Employment Interviews. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-03
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, *Employment Interviews, Higher Education, High Schools, Job Applicants, Job Application, Skill Development, Speech Communication
Identifiers—*Communication Strategies, ERIC Digests

Intended to help prepare individuals for job seeking, this digest suggests some resources to consult to help improve basic communication skills needed for the interview process. The digest reviews research on teaching interview skills in the classroom, discussing role playing, videotapes, and techniques workshops. The digest also lists practical tips for the interviewee. (RS)

ED 341 061 CS 213 143
Jenkinson, Edward
A Professor Responds by Computer to the Writing of Elementary Students. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-02
Pub Date—92
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, *College School Cooperation, *Computer Networks, Electronic Mail, Intermediate Grades, Junior High Schools, Writing Achievement, Writing Evaluation, *Writing Instruction
Identifiers—ERIC Digests, Indiana, *Writing Conferences

During the summer of 1990, a university English education professor in Indiana responded to the writing of 20 fourth through seventh graders via a computer installed in his home. The students wrote daily anything ranging from a 3-line haiku to 10-20 computer-screen stories. The classroom teacher took the students through the steps in the writing process, suggesting topics and writing modes where appropriate. All of the students' writing was sent daily by computer network to the professor, who responded to each piece. More than half of the students incorporated some, if not all, of the professor's suggestions in their revisions. After responding to 263 pieces of writing, the professor now has no doubts that students at all levels of instruction write more and write better when they can use a computer and when they have an interested audience in addition to the classroom teacher. (RS)

ED 340 813 UD 028 487
Inger, Morton
Improving Urban Education with Magnet Schools. ERIC/CUE Digest, Number 76.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-6; ISSN-0889-8049
Pub Date—Aug 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Students, Educational Change, *Educational Improvement, Educational Policy, Educational Quality, Elementary Secondary Education, Hispanic Americans, Inner City, *Magnet Schools, School Choice, *School Effectiveness, *Urban Schools
Identifiers—ERIC Digests

This digest suggests ways that elementary and secondary magnet schools in urban settings are perceived to provide a superior education, offers an evaluation of their effectiveness, and looks at issues for policymakers that arise from the magnet's success. Magnet schools appeal to families and students for the following reasons: (1) program coherence; (2) a safer, more orderly climate, an environment that is conducive to learning, and an image of excellence; (3) a sense of shared enterprise and a committed, enthusiastic faculty and student body; (4) a focus on career preparation; (5) a committed, charismatic principal; (6) implementation of educational reforms; and (7) school autonomy. The answer to whether or not these schools are actually better than regular zoned schools is not clear. Some studies indicate that magnets produce test scores above their district average. Other studies indicate that there is great diversity of quality among magnet schools. In addition, some magnet schools have exceptionally good records with inner-city student populations producing very low dropout rates and very high graduation rates. Issues arising from the existence and success of magnet schools are outlined for policymakers and include the following: (1) student creaming (magnets succeed because they have all the best students); (2) resource hogging (magnets draw scarce resources away from regular schools); and (3) elitism. Included are six references. (JB)

ED 340 812 UD 028 486
Farber, Barry Ascher, Carol
Urban School Restructuring and Teacher Burnout. ERIC/CUE Digest, Number 75.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-5; ISSN-0889-8049
Pub Date—Jul 91
Contract—OERI-RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Administrative Problems, Career Ladders, Curriculum Development, Curriculum Problems, Educational Change, Educational Policy, *Elementary School Teachers, Elementary Secondary Education, School Based Management, *School Restructuring, *Secondary School Teachers, *Stress Variables, *Teacher Burnout, *Urban Schools
Identifiers—ERIC Digests

Urban school restructuring, although it can break down bureaucracy and empower teachers, can also seem distant from the day-to-day problems of most teachers, and even increase teacher burnout. Many of the following initiatives of the school restructuring movement may intensify a teacher's frustration: (1) school-based management may raise the community's expectation but increase pressure on teachers and increase teacher frustration if new control does not lead to clear educational benefits; (2) accountability may increase teacher stress and promote covert competition; (3) career ladders may increase competition or result in bitterness as the criteria for promotion are ambiguous or tainted; (4) the intense atmosphere and professional demands of schools-within-schools can exacerbate tensions, favoritism, and competition for scarce resources as the minischools within the schools compete for recognition and resources and add a layer of bureaucracy and stress; (5) curriculum initiatives, when their implementation lacks appropriate staff development, mentoring, and peer coaching, can generate stress; and (6) flexible scheduling and team teaching do not work well in a school with a competitive ethos. Although all initiatives may improve urban education, only curriculum initiatives improve teaching and learning. Included are eight references. (JB)

ED 340 390 IR 053 929
Bishop, Ann P.
The National Research and Education Network (NREN): Update 1991. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-9
Pub Date—Dec 91
Contract—RI88062008
Note—4p.; For the 1990 version of this digest, see ED 327 219.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, Access to Information, *Computer Networks, Elementary Secondary Education, *Federal Legislation, Government Role, Higher Education, *Information Networks, Learning Resources Centers, National Programs, Public Libraries, Research Libraries, Technological Advancement, *Telecommunications
Identifiers—ERIC Digests, High Performance Computing Act 1991, INTERNET, *National Research and Education Network

Federal legislation authorizing the creation of the National Research and Education Network (NREN)-i.e., the High-Performance Computing Act of 1991 (P.L. 102-194)-was signed into law by the President in December 1991. This network is envisioned as an expansion and enhancement of the existing U.S. Internet, the collection of interconnected computer networks that is currently used by over one million U.S. researchers, educators, students from K-12 to postgraduate levels, and others. This digest reports on the current status of Federal policy initiatives related to the NREN and discusses trends and issues in electronic networking that are of interest to members of the education and library communities. The digest lists important features of the Federal Government's plans for funding, creating, and managing the NREN. It is noted that the government hopes the development of the NREN will enhance national productivity and competitiveness as well as speed scientific and technical advances in a number of fields. It is argued that the potential of the NREN to dramatically change the nature of education and scholarship is becoming more apparent, particularly when the library and education communities are continuing to expand their use of electronic networks. The digest concludes by indicating types of issues involved in the transition to a networked information environment, and some technology trends that could have an impact on networking. (9 references) (MAB)

ED 340 389 IR 053 893
Brennan, Mary Alice
Trends & Issues in Library & Information Science

1990. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-7

Pub Date—Nov 91

Contract—RI88062008

Note—4p.; This digest is based on "Trends and Issues in Library and Information Science 1990" by Michael B. Eisenberg and others (ED 335 061).

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Libraries, Access to Information, Elementary Secondary Education, Higher Education, *Information Science, *Information Technology, Learning Resources Centers, Library Collection Development, Literacy, Optical Data Disks, Public Libraries, School Libraries, Special Libraries, Telecommunications, *User Needs (Information)

Identifiers—ERIC Digests

This digest discusses some of the major trends and issues found in a systematic content review of the professional literature of library and information science. Two "megatrends" are identified and discussed: (1) the concern for the impact of technology upon every facet of library work, in academic, school, public, and special libraries; and (2) the continued focus on the user and the impact of specific developments on the user. The digest also identifies and discusses the following trends: (1) the increasing demand for and provision of end-user access to computer-based information resources; (2) the increasing use of networks and telecommunications by all types of libraries; (3) the continued growth in computer-based information sources revolving around CD-ROM technology; (4) the increasing focus on collection management activities to enable libraries to better meet the general goals of institutions as well as the specific needs of users; (5) the increasing concern of libraries with reaching out to new user groups; and (6) libraries' focus on the promotion of literacy. (10 references) (MAB)

ED 340 388 IR 053 892

Schroeder, Eileen E.

Interactive Multimedia Computer Systems. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-6

Pub Date—Nov 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, Computer System Design, *Educational Technology, Futures (of Society), *Hypermedia, Information Technology, Interactive Video, Microcomputers, *Multimedia Instruction, Optical Data Disks

Identifiers—ERIC Digests

Noting that the merging of various types of media with the computer has presented the field of education with a hybrid technology called interactive multimedia (also referred to as hypermedia), this digest begins by defining this technology as "the integration of text, audio, graphics, still image, and moving pictures into a single, computer-controlled, multimedia product" (McCarthy, 1989). The four major components of an interactive multimedia system–i.e., the data system, the software, the hardware, and the communications system–are described, and advantages and disadvantages associated with hypermedia are examined. Examples of hypermedia applications and programs are also given. The digest concludes with a look to the future of hypermedia and the numerous design issues that need to be resolved. (14 references) (MAB)

ED 340 274 HE 025 122

Frost, Susan H.

Academic Advising for Student Success: A System of Shared Responsibility. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-3

Pub Date—Nov 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 339 272.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Advising, Academic Persistence, *Educational Counseling, Faculty Advisers, Higher Education, *Individual Counseling, Student Educational Objectives, Student Motivation, *Teacher Student Relationship

Identifiers—ERIC Digests

This brief report summarizes a longer report with the same title. It focuses on the outcomes of academic advising within the context of research on contact between faculty and students, student involvement, and persistence. It is suggested that colleges and universities use strategic planning to design advising programs based on relationships of shared responsibility and focused on student success. It is noted that academic advising has shown positive benefits in improving student persistence, involvement, and motivation. Considered are ways advisers can engage students in the advising process and assist students in transition. Recommended is the systematic development of the advising process through collaboration of administrators, coordinators, advisers, and support personnel. Recommendations for student advising include: (1) promote concepts of shared responsibility for both students and the institution; (2) begin the advising relationship with an awareness of the larger purpose of advising and move to an awareness of details; and (3) develop a collaborative environment where students can contact many members of the college community for answers to questions that arise in academic planning. Contains six references. (GLR)

ED 340 273 HE 025 121

Hensel, Nancy

Realizing Gender Equality in Higher Education: The Need To Integrate Work/Family Issues. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-2

Pub Date—Oct 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 338 128.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, Colleges, Educational Demand, Educational Resources, Faculty Mobility, Higher Education, Minority Group Teachers, *Sex Discrimination, Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand, Universities, *Women Faculty

Identifiers—ERIC Digests, Family Work Relationship

This brief report summarizes a longer report with the same title. It examines the problems of the increasingly severe shortage of qualified teachers in American higher education and the need to recruit large numbers of new faculty during the next decade and, as the potential solution to both problems, the recruiting of women to fill these faculty positions. Discussions include responses to the following questions: (1) whether women are an underutilized resource for new faculty; (2) if gender discrimination still exists in higher education; (3) if there are differences in scholarly productivity between men and women; and (4) how women manage the conflicts between family and career. The report makes the points that women have higher attrition rates and slower career mobility in higher education than their male counterparts; that a form of gender discrimination does still exist; that there is no evidence to suggest that women are less scholarly or productive than men; and that today, both men and women experience problems in balancing family and career with little support from their universities. Ten steps are presented that universities can take to increase gender equity (e.g., stop the tenure clock for 1 year for the birth or adoption of a child or a severe family crisis). Contains eight references. (GLR)

ED 340 272 HE 025 120

Bonwell, Charles C. Eison, James A.

Active Learning: Creating Excitement in the Classroom. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-91-1

Pub Date—Sep 91

Contract—RI88062014

Note—3p.; For the full length report, see ED 336 049.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Research, *Classroom Techniques, College Faculty, College Instruction, Experiential Learning, Group Activities, Higher Education, Instructional Effectiveness, *Instructional Innovation, *Learning Strategies, Student Participation, *Teaching Methods, Writing Assignments

Identifiers—*Active Learning, ERIC Digests

This brief report summarizes a longer document with the same title. It reviews literature on the importance of using active learning teaching techniques in the classroom, describes what active learning is, discusses how this technique can be incorporated into the classroom and identifies barriers to the use of this approach. Strategies that promote active learning are described as instructional strategies that involve students in doing things and thinking about what they are doing, as opposed to passive listening to a lecture. It is noted that such learning activities have a powerful impact on student learning and that students actually prefer strategies promoting active learning to traditional lectures. Several ways of incorporating active learning into the classroom are suggested, such as: (1) pausing in lectures to allow students to consolidate their notes; (2) including brief demonstrations or short, ungraded writing exercises followed by discussion; (3) developing group discussions; (4) using feedback and guided lectures; and (5) using debates, problem-solving models, and role playing. Barriers to implementing active learning include faculty resistance, class time availability, class size, inadequate materials and equipment, and teacher preparation time. Contains seven references. (GLR)

ED 340 154 EC 300 803

Delivering Special Education: Statistics and Trends. Revised. ERIC Digest #E463.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-16

Pub Date—Nov 91

Contract—RI88062007

Note—3p.; Revision of ED 308 686.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-463).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Delivery Systems, *Disabilities, *Educational Trends, Elementary Secondary Education, Federal Legislation, *Handicap Identification, *Incidence, Prenatal Influences, Preschool Education, *Special Education, Statistical Data, Substance Abuse, Teacher Supply and Demand, Trend Analysis

Identifiers—ERIC Digests, Prereferral Intervention

This digest presents summary statistics addressing the following questions: (1) "How are children with disabilities defined?" (2) "Who are the students served?" (3) "Where are these students receiving their special education?" and (4) "How many teachers are needed?" The digest also examines past and present trends and their implications for the future of special education. Trends identified include: a possible future decrease in special education students as prereferral interventions serve "hard to teach" students; a continuing decrease in the number of students identified as mentally retarded (possibly due to more restrictive standards, a corresponding increased number of students identified as learning disabled, and avoidance of overrepresentation of minority students as mentally retarded); a possible increase in the number of children served due to prenatal exposure to drugs and alcohol; and increased numbers of very young children served as a result of federal mandates. Includes 10 references. (DB)

ED 340 153 EC 300 802
Leone, Peter E. And Others
Juvenile Corrections and the Exceptional Student. ERIC Digest #E509.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-14
Pub Date—Nov 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-509).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Rights, *Correctional Education, Correctional Institutions, *Delinquency, *Delinquent Rehabilitation, *Delivery Systems, *Disabilities, Educational Needs, Elementary Secondary Education, Incidence, Prisoners, *Special Education
Identifiers—ERIC Digests, *Incarcerated Youth

This digest summarizes available information on the educational needs of disabled youth in correctional facilities. The high incidence of disabilities among incarcerated youth is noted and explanations are offered (e.g., they may not be recognized as disabled). The following topics are addressed: entitlement of youths with disabilities in correctional facilities to the substantive and due process rights of Public Law 94-142; the types of correctional programs in which special educational services are provided; agencies that provide special education services to incarcerated youth; and practices recommended for special education of incarcerated youth, such as functional assessment and instruction, transition services, and collaborative linkages. Includes 11 references. (DB)

ED 340 152 EC 300 801
Guetzloe, Eleanor C.
Suicide and the Exceptional Child. ERIC Digest #E508.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-13
Pub Date—Nov 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-508).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*At Risk Persons, Elementary Secondary Education, *Emotional Disturbances, Identification, Incidence, Intervention, *Prevention, Program Development, Program Effectiveness, Referral, Student Behavior, *Student Evaluation, *Suicide, Teacher Role
Identifiers—ERIC Digests, *Suicide Prevention

This digest summarizes information on incidence in and identification and intervention of potentially suicidal children and youth with disabilities. Estimates suggesting that some categories of exceptional youth have higher suicide rates than the general population are cited. Suicide risk factors and signs that a student is potentially suicidal are listed, as are recommendations to the media to reduce the contagious effects of suicide reports. The role of educators in identifying potential suicides, referring them to appropriate services, and providing a supportive environment is briefly discussed. Responsibilities of the school and of school psychologists in assessing such students are noted. Components of effective school programs are listed; these include a designated school contact person, case management, crisis teams at the school and district levels, and teacher training. Includes 10 references. (DB)

ED 340 151 EC 300 800
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Education Is Important. ERIC Digest #E507.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-12
Pub Date—Nov 91
Contract—RI88062007
Note—3p.; For a related document, see EC 300 808.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-507).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, Communicable Diseases, *Disabilities, *Disease Control, Elementary Secondary Education, Health Promotion, *Prevention, Public Health, *Teaching Methods
Identifiers—ERIC Digests

This digest summarizes available information on the importance of HIV (human immunodeficiency virus) prevention education efforts for students with disabilities. The digest notes these students' increased risk of HIV infection due to their lack of knowledge, misinformation, poor social skills, low self-esteem, poor judgement, and tendency to let others control them. Estimates of the numbers of special education students with various handicaps receiving HIV prevention education are provided. The purposes of HIV prevention education are outlined, and the importance of focusing on the linkage of personal behavior to HIV infection is stressed. Includes five references and six resources. (DB)

ED 340 150 EC 300 799
Leone, Peter E.
Alcohol and Other Drug Use by Adolescents with Disabilities. ERIC Digest #E506.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-11
Pub Date—Nov 91
Contract—RI88062007
Note—3p.; For a related document, see ED 339 172.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-506).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Alcohol Abuse, *Disabilities, *Drug Abuse, *Eligibility, Federal Legislation, Incidence, *Intervention, Prevention, Program Effectiveness, Referral, Secondary Education, *Special Education, Substance Abuse
Identifiers—ERIC Digests

This digest, based on a longer document titled "Alcohol and Other Drugs: Use, Abuse, and Disabilities" by Peter E. Leone, addresses the following questions: (1) "Are students with disabling conditions more likely to use or abuse alcohol or other drugs than their peers?" (usually a "no" response); (2) "Are students with problems of alcohol and drug dependency entitled to special education and related services?" (not under the Individuals with Disabilities Act or Section 504 of the Rehabilitation Act of 1973); (3) "How should schools respond to students enrolled in special education programs who use drugs and/or alcohol?" (develop awareness and prevention activities and referral to treatment efforts); and (4) "How can schools and educators deter students enrolled in special education programs from using drugs and alcohol?" (despite the lack of effectiveness data on school-based prevention programs, there is some evidence that schools can provide quality educational services and coordinate with other agencies). Includes 10 references and a list of 4 additional resources. (DB)

ED 340 149 EC 300 798
Pinkerton, Dianna
Substance Exposed Infants and Children. ERIC Digest #E505.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-10
Pub Date—Nov 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-505).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agency Cooperation, Alcohol Abuse, Classroom Techniques, *Congenital Impairments, *Drug Abuse, *Educational Needs, Incidence, Parent Education, *Prenatal Influences, Preschool Education, Special Health Problems, *Substance Abuse
Identifiers—ERIC Digests, *Fetal Drug Exposure

This digest briefly summarizes available information on the educational needs of prenatally substance exposed infants and children. Estimated incidence figures are given for the numbers of children exposed in utero to illicit drugs and alcohol. The importance of parent/caregiver education in specific techniques to increase infant alertness and interactions is stressed. Sixteen recommended classroom strategies are grouped into protective factors (e.g., developmentally appropriate curricula) and facilitative processes (e.g., encouraging child attachment to an adult and allowing child decision making). Transdisciplinary/transagency approaches to program development are encouraged. Also listed are five references and six resources, including hotlines and organizations. (DB)

ED 340 148 EC 300 797
Heflin, L. Juane
Developing Effective Programs for Special Education Students Who Are Homeless. ERIC Digest #E504.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-9
Pub Date—Nov 91
Contract—RI88062007
Note—3p.; For a related document, see ED 339 167.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E-504).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Agency Cooperation, *Disabilities, Educational Needs, Elementary Secondary Education, Enrollment, *Federal Legislation, Handicap Identification, *Homeless People, *Program Development, *Special Education
Identifiers—ERIC Digests, *Stewart B McKinney Homeless Assistance Act 1987

This digest, based on a larger document titled, "Homeless and in Need of Special Education," by L. Juane Heflin and Kathryn Rudy, focuses on educational aspects of the Stewart B. McKinney Homeless Assistance Act. Briefly discussed are: the effects of homelessness on children (e.g., increased health problems); the educational implications of homelessness (e.g., low attendance, unsatisfactory academic progress, poor self-concept); and the educator's role (e.g., encouraging interagency collaboration and providing remediation and tutoring of basic skills). Also noted is the McKinney Act's education portion, Title VII-B, which guarantees homeless children access to education, discourages districts from using restrictive enrollment criteria, and requires appointment of state coordinators who must identify special educational needs of homeless students. Includes 16 references. (DB)

ED 340 147 EC 300 796
Pinkerton, Dianna
Preparing Children with Disabilities for School. ERIC Digest #E503.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-8
Pub Date—May 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E503).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Early Childhood Education, *Early Intervention, Educational Legislation, *Federal Legislation, Government Role, Individualized Programs, Models, Parent Role, *School Readiness, Teacher Role, *Transitional-programs
Identifiers—*Education of the Handicapped Act Amendments 1986, ERIC Digests, *Individualized Family Service Plans

This digest summarizes information on the roles of the Federal Government, the family, and teachers in preparing young children with disabilities for school. Noted are relevant provisions of Public Law 99-457, the 1986 Amendments to the Education of the Handicapped Act (Part B), including development of Individualized Family Service Plans to aid in the transition from preschool to the general school setting. Parents are seen as teachers, partners, decision makers, and/or advocates. The important roles of both sending- and receiving-teachers in the transition process, the Capstone Transition Process, is briefly described, and the Capstone Transition Timeline of 15 steps is listed. Includes nine references. (DB)

ED 340 001 CS 010 781
Siegel, Donna Farrell Hanson, Ralph A.
Prescription for Literacy: Providing Critical Educational Experiences. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-92-01
Pub Date—92
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Elementary Secondary Education, Extracurricular Activities, Family Involvement, National Surveys, Parent Participation, Preschool Education, *Reading Achievement, Reading Research, *Student Characteristics, *Student Development, *Student Needs
Identifiers—Educational Issues, ERIC Digests

Two national studies have recently confirmed that specific kinds of educational experiences provided for children by both parents and teachers, from preschool through high school, can make a significant difference in their reading ability as young adults. Both studies analyzed data gathered from 3,959 high school students in 24 school districts across the United States. The Kindergarten Reading Follow-up (KRF) study examined long-term effects on children of being taught to read in kindergarten. The Reading Development Follow-up (RDF) study sought to identify specific kinds of experience that fosters high levels or reading achievement in high school seniors. The results of these two policy studies provide parents, educators, and policymakers with some straightforward guidelines for cultivating literacy development. The implications are clear: students who are provided with more of these specific kinds of experiences across their development will have higher reading achievement levels as young adults than those who have less. (RS)

ED 339 749 TM 017 681
Whetzel, Deborah
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-92-1
Pub Date—Mar 92
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Basic Skills, *Competence, *Employment Qualifications, High School Graduates, High Schools, Individual Characteristics, Interpersonal Competence, *Job Skills, *Skill Analysis, Skilled Workers, *Thinking Skills, Vocational Evaluation, Youth Employment
Identifiers—Department of Labor, ERIC Digests, *Foundation Skills, Secretarys Comm on Achieving Necessary Skills

In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to determine the skills that youths need to participate in the workplace and the skill levels that entry-level jobs require. SCANS determined that workplace skills consist of foundation skills and competencies. Foundation skills are in the three domains of basic skills, thinking skills, and personal qualities. Competencies fall into the domains of resources, interpersonal skills, information skills, systems skills, and technology utilization skills. SCANS identified and defined these skills by asking commission members for ideas, visiting successful corporations, and reviewing research. A panel of experts then drafted a list of skills that were further refined through review and consultation. SCANS used a sample of 50 jobs to see how the skills related and how clear and comprehensive the experts found the definitions to be. SCANS also studied how proficient workers needed to be in each foundation skill and competency by asking 20 people to rate the skill levels required for job tasks identified by the job analysis. SCAN has two further charges: (1) to suggest effective ways to assess proficiency; and (2) to develop a dissemination strategy for homes, schools, unions, and businesses. Three references are listed. (SLD)

ED 339 748 TM 017 680
Bangert-Drowns, Robert L. Rudner, Lawrence M.
Meta-Analysis in Educational Research. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-11
Pub Date—Dec 91
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Data Collection, Definitions, *Educational Research, *Effect Size, Evaluation Methods, Literature Reviews, *Meta Analysis, Psychometrics, *Research Methodology, Sampling, Statistical Data
Identifiers—ERIC Digests

Meta-analysis is a collection of systematic techniques for resolving apparent contradictions in research findings. Meta-analysts translate results from different studies to a common metric and statistically explore the relations between study characteristics and findings. Since G. Glass first used the term "meta-analysis" in 1976, it has become a widely accepted research tool encompassing a family of procedures in a variety of disciplines. Meta-analysis typically follows the same steps as primary research: (1) the purpose is defined; (2) a sample is selected; (3) data are collected and transformed to a common metric (often effect size); and (4) statistical procedures investigate the relationships among study characteristics and findings. Major meta-analytic approaches include vote counting by categorizing findings as positive, negative, or non-significant; classic or Glassian meta-analysis; study effect meta-analysis, with one effect size computed for each study; tests of homogeneity to determine the likelihood that variance among effect sizes is due only to sampling error; and psychometric meta-analysis as recommended by J. E. Hunter and F. L. Schmidt (1990). Four references are listed. (SLD)

ED 339 673 SO 022 012
Leming, Robert S.
Teaching the Law Using United States Supreme Court Cases. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-8
Pub Date—Sep 91
Contract—RI88062009
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, Constitutional History, *Constitutional Law, Court Role, Democratic Values, Educational Objectives, *Law Related Education, Laws, Secondary Education, Social Studies, *Teaching Methods, United States History
Identifiers—ERIC Digests, *Supreme Court

Since 1789, the Supreme Court has been making decisions that affect all U.S. citizens. The study of Supreme Court cases, therefore, should be an integral part of civic education. This ERIC Digest discusses: (1) constitutional issues and Supreme Court cases that should be taught; and (2) effective strategies for teaching them. It also includes a list of national organizations that develop resources to enhance the teaching of Supreme Court cases. (Author)

ED 339 672 SO 022 011
Johnson, Jeffrey R.
Teaching about the Two Koreas. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-91-7
Pub Date—Aug 91
Contract—RI88062009
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Asian Studies, *Curriculum Development, Educational Resources, Foreign Countries, Global Approach, *Korean Culture, *Korean War, Secondary Education, Secondary School Curriculum, Social Studies, *Teaching Methods, United States History, World History
Identifiers—ERIC Digests, Korea, *North Korea, *South Korea

Recent events in Europe suggest that the pattern of global ideological struggle that provoked the division of Korea is apparently dissolving, giving way to nationalist movements. The division of the Korean people now appears anachronistic. There are signs that reunification is possible. Despite the importance of the Korean peninsula in world affairs, the two Koreas are often neglected in social studies courses. To promote effective teaching about them, this ERIC Digest examines reasons for teaching about Korea and ways to integrate Korea into the curriculum, while recommending useful resources for teachers. (18 references) (Author)

ED 339 548 PS 020 195
Gomez, Rey A.
Teaching with a Multicultural Perspective. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-11
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingualism, Child Caregivers, *Childhood Attitudes, *Cultural Awareness, Cultural Background, *Cultural Differences, Day Care, Early Childhood Education, Elementary School Curriculum, Ethnic Groups, *Ethnic Stereotypes, *Multicultural Education, Teachers

Identifiers—Developmentally Appropriate Programs, ERIC Digests

This paper discusses teaching with a multicultural perspective in early childhood education. It is emphasized that a major goal of multicultural education is to help children become accustomed to the idea that there are many lifestyles, languages, cultures, and points of view. Other topics include negative stereotypes and the influence that early childhood educators can have on children's positive attitudes. Five myths associated with multicultural education are presented and dispelled. These are: (1) Other cultures should be presented as distinct ways of living that reflect differences from the dominant culture; (2) Bilingualism is a liability rather that an asset; (3) Multicultural education is only relevant in classes with students who are members of the groups to be studied; (4) There should be a separate, unified set of goals and curriculum for multicultural education; and (5) Mere activities, which are not placed in an explicit cultural context, constitute viable multicultural education curriculum. It is emphasized that the promotion of positive self-concepts for children is essential, as is a focus on activities that highlight the similarities and differences of all children's lives. The challenge for educators is to present an effective multicultural education foundation by means of which all children can learn to accept others. Six references are appended. (GLR)

ED 339 443 JC 920 005

Hirshberg, Diane

The Role of the Community College in Economic and Workforce Development. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-JC-91-05

Pub Date—Dec 91

Contract—RI88062002

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Role, Community Colleges, Cooperative Programs, *Economic Development, Job Training, *Labor Force Development, Retraining, *School Business Relationship, State Programs, Two Year Colleges, *Vocational Education

Identifiers—ERIC Digests

The community college's role in economic development has expanded beyond providing traditional vocational education and job training to include activities as diverse as management and technical assistance for new and small businesses, tech prep programs with high schools, cooperative education programs, partnerships with state agencies, and customized and contract job training for industries. In many states, programs have been implemented which utilize community colleges as the primary providers of job training and skill development. Currently, 437 cooperative education programs, combining classroom learning and practical, paid, on-the-job experience, are administered by community colleges in 47 states. In addition, small business development centers, offering education and training programs as well as counseling, information, and referral services, are operating at 114 colleges nationwide. Community colleges are also assuming key roles in statewide economic development plans in Illinois, Ohio, North Carolina, and California. For example, California's Economic Development Network (EDNet) involves the state's community colleges in centers for applied competitive technologies, centers for international trade development, total quality management and quality assurance training, and hazardous materials technician training. EDNet also includes a database and electronic bulletin board to identify training programs around the state and allow colleges instant access to curricula information. Community colleges are playing a vital role in providing the critical training and retraining of the workforce that business and industry require as the U.S. economy becomes increasingly dependent upon technology. (JMC)

ED 339 400 IR 053 908

Neuman, Delia

Technology and Equity. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-8

Pub Date—Dec 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aptitude, Computers, Economic Factors, Educationally Disadvantaged, Elementary Secondary Education, *Equal Education, Information Technology, *Microcomputers, Physical Disabilities, Sex Stereotypes, *Technological Advancement

Identifiers—ERIC Digests

This examination of the relationship that exists between technology and students warns that, although technology is routinely touted as a potentially powerful agent of educational reform, technology and equity are not inevitable partners. A review of the literature on computer equity reveals that many students-not only minority, disadvantaged, and inner-city, but also female, handicapped, and rural-have been hampered by inequitable access to microcomputers and by widespread patterns of inequitable distribution and use of microcomputers within and across schools. It is argued that limited hardware and software can in turn lead to scheduling patterns that favor higher-ability students. Other factors that can limit computer access to selected groups are also identified, including location of hardware in areas restricted to advanced students, setting unnecessarily difficult prerequisites for computer courses, lack of adaptive devices or special software for handicapped students, and software that incorporates stereotypes. Examples of research findings on computer equity for various categories of students are given, and it is concluded that active, committed involvement by equity advocates concerned about the needs of underserved groups is necessary to ensure equity with and through technology, especially as CD-ROM and online searching enter the curriculum. (17 references and 6 additional readings) (MAB)

ED 339 111 EA 023 485

Liontos, Lynn Balster

Building Relationships between Schools and Social Services. ERIC Digest Series No. 66.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-8

Pub Date—Dec 91

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Cooperation, *Cooperative Planning, Elementary Secondary Education, Intergroup Relations, Networks, Problem Solving, *Public Schools, *Shared Resources and Services, *Social Agencies, Social Services

Identifiers—ERIC Digests

Recommendations for starting a process of collaboration between public schools and social service agencies are offered in this digest. The first step, information gathering, is discussed, as well as strategies for carrying out other stages in the process-selecting, approaching, and meeting with participants; problem solving; and maintaining the relationship. A conclusion is that joint ventures between schools and agencies increases accessibility to services and facilitates interagency communication. (8 references) (LMI)

ED 339 092 EA 023 462

Gaustad, Joan

Identifying Potential Dropouts. ERIC Digest.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-7

Pub Date—91

Contract—RI88062004

Note—3p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dropout Characteristics, Dropout Rate, *Dropout Research, *Dropouts, *Potential Dropouts, Prediction, Secondary Education, Student Attrition, *Withdrawal (Education)

Identifiers—ERIC Digests

An overview of issues and problems in identifying and predicting dropouts is presented in this Digest. The topics discussed are as follows: factors associated with dropping out; defining and calculating dropouts; problems in prediction; the usefulness of current prediction models; and suggestions for improving prediction. The recommendation is made that educators not overlook the majority of potential dropouts who are not obviously "at risk." (9 references) (LMI)

ED 339 074 CS 507 670

Mass Communication. Special Collection Number 10.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062001

Note—63p.; Also published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Advertising, Class Activities, Communication Skills, Elementary Secondary Education, Ethics, Higher Education, *Journalism, Mass Media Role, *Mass Media Use, Newspapers, Organizational Communication, Television Viewing

Identifiers—ERIC Digests, Religious Broadcasting

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on the field of mass communication (including broadcast and print media, and products such as video tapes, audio tapes, compact disks, and records) and its connections with education. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; an information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 073 CS 507 666

Personal Communication. Special Collection Number 11.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062001

Note—64p.; Also published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—Audience Awareness, Class Activities, Communication Apprehension, *Communication Skills, Creative Dramatics, Debate, Elementary Secondary Education, Higher Education, •Interpersonal Communication, •Interviews, Listening Skills, Story Telling

Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics-annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on interpersonal and intrapersonal communication, featuring selections on communication apprehension, debate, creative dramatics, storytelling, and listening skills. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 339 029 CS 010 775

Student Literacy. Special Collection Number 12.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—91

Contract—RI88062001

Note—67p.; Also published by EDINFO Press.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 ($5.95 plus $2.00 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Collected Works - General (020)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors—•Beginning Reading, Elementary Secondary Education, •Family Involvement, High Risk Students, Informal Reading Inventories, Literacy, Reading Aloud to Others, •Reading Instruction, Reading Writing Relationship, Writing (Composition)

Identifiers—ERIC Digests

This ERIC/RCS Special Collection contains 10 or more Digests (brief syntheses of the research on a specific topic in contemporary education) and FAST Bibs (Focused Access to Selected Topics-annotated bibliographies with selected entries from the ERIC database), providing up-to-date information in an accessible format. The collection focuses on reading, writing, speaking, and listening-all the elements that make up literacy in the language arts. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS); an order form; and information on a computerized search service, on searching ERIC in print, on submitting material to ERIC/RCS, and on books available from ERIC/RCS are attached. (RS)

ED 338 899 CE 059 662

Lankard, Bettina A.

The Vocational Education/Entrepreneurship Match. ERIC Digest No. 118.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-118

Pub Date—91

Contract—RI88062005

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Business Administration, Business Education, Corporate Support, Economic Opportunities, •Education Work Relationship, •Entrepreneurship, Integrated Curriculum, Job Skills, Role of Education, School Business Relationship, Secondary Education, Self Employment, •Small Businesses, •Vocational Education

Identifiers—ERIC Digests

Instruction in small business development is particularly appropriate in vocational and career education. Vocational education teaches students job-specific and employability skills and provides opportunities to use them in work experience programs. The profile of the adult entrepreneur reflects characteristics attributed to vocational education students. Most entrepreneurs are action-oriented people and come from families where one or both parents have owned a business. Entrepreneurship education can be infused into vocational education to help students anticipate and respond to change and make them aware of self-employment as an option. Vocational education-business partnerships benefit entrepreneurship by providing a structure by which business can nurture business creation. Curricula to help students learn how to start and run successful businesses have been developed by Central High School, Louisville, Kentucky, and Ocean County Vocational Technical School in Toms River, New Jersey. Recommendations for curriculum and instruction include emphasis on business planning, computer applications, managing capital, marketing, accounting, and business management. Teacher inservice workshops to encourage infusion should be offered. (YLB)

ED 338 898 CE 059 661

Lankard, Bettina A.

Strategies for Implementing the National Career Development Guidelines. ERIC Digest No. 117.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-117

Pub Date—91

Contract—RI88062005

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Business Responsibility, Career Awareness, •Career Development, Career Education, Career Exploration, •Career Planning, •Competency Based Education, Corporate Support, Elementary Secondary Education, •Guidelines, Parent Participation, Postsecondary Education, •Program Implementation, School Business Relationship, •Self Concept

Identifiers—ERIC Digests, •National Career Development Guidelines

The National Career Development Guidelines provide a comprehensive program that will lead students of all ages through a sequential process of career development. The guidelines contain 12 competencies that relate to 3 areas of career development-self-knowledge, educational and occupational exploration, and career planning. Splete and Stewart reviewed career development abstracts in the ERIC database between 1980 and 1990 to determine which strategies for implementing the guidelines are most effective and made recommendations for how the competencies may be achieved by various users. Their report is summarized in this digest. At the elementary level, more parents and community persons should be involved, increased attention should be given to self-knowledge activities, and media use should be increased. At the middle/junior high school level, recommendations include more emphasis on self-knowledge competencies, more involvement of business persons, increased attention to benefits of educational achievement, and increased emphasis on job seeking skills. Recommendations for the high school level call for increased emphasis on activities related to awareness of interrelationship of life roles, understanding the relationship of work to the economy, and interpersonal skills. Recommendations for adults' career development include more involvement of business and industry personnel and more exposure to career planning activities. Competency-based models for delivering career development education and guidance are particularly effective. (YLB)

ED 338 897 CE 059 660

Imel, Susan

Ethical Practice in Adult Education. ERIC Digest No. 116.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-116

Pub Date—91

Contract—RI88062005

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Adult Education, •Adult Educators, Codes of Ethics, •Educational Planning, •Ethics, Moral Values, Needs Assessment, •Program Development, Teaching Methods

Identifiers—ERIC Digests

R. G. Brockett in two recent articles (1988, 1990) has proposed a model for helping adult educators think about their decision making relative to ethical issues. This model describes a process that allows adult educators to draw upon their basic values in making practice decisions. The model's three interrelated dimensions or levels of ethical practice are as follows: personal value system, consideration of multiple responsibilities, and operationalization of values. Whether they acknowledge them or not, adult educators encounter ethical dilemmas in their practice on a daily basis. Some common ethical dilemmas occur in teaching adults and in program planning. A teacher may encounter ethical dilemmas when his/her personal value system regarding the appropriate conduct of the learning situation conflicts with that of students and when other responsibilities conflict with teaching or are given a higher priority than the teaching role. Two areas of ethical dilemmas are encountered in program planning: those affiliated with needs, whether "felt" or "expressed" or whether unacknowledged by the learner; and those related to fee structures. Brockett (1990) suggests the following ideas for promoting ethical practice in adult education: examine oneself, reflect on ethics in practice, examine the practices of other professions, and encourage and support a research agenda on ethics. (YLB)

ED 338 896 CE 059 659

Kerka, Sandra

Adults in Career Transition. ERIC Digest No. 115.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CE-91-115

Pub Date—91

Contract—RI88062005

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Adult Development, Adult Education, Aging (Individuals), •Career Change, •Career Counseling, •Career Development, Career Guidance, Life Events, Middle Aged Adults, •Midlife Transitions, Models, Role Theory

Identifiers—ERIC Digests

Adults experience cyclical periods of stability and transition throughout life. The conflict between role cycles may spur career change. Personality differences between voluntary changers and nonchangers have been identified in research. Career changes may be triggered by factors ranging from the anticipated (marriage, empty nest) to the unanticipated (illness, divorce, layoff) to "nonevents" (e.g., a marriage or promotion that did not occur). Other factors are longer life expectancy, changing views of retirement, and economic necessity. New models of career development that better explain adults' developmental diversity include Leach and Chakiris' three types of careers (linear, free form, and mixed form) and Cross' three types of "life plans" (linear life plan; redistribution of work, education, and leisure into recurring cycles; and blended life plan). These new ways of looking at life/career cycles and the transition process suggest approaches for assisting adults contemplating career change. A multifaceted approach requires recognizing the developmental stages of adults' multiple life roles and their interaction. Another model suggests that counselors can help adults in transition assess four factors: self, situation, support, and strategies. A variety of coping skills are helpful for managing transition. A holistic approach to transition management includes obtaining counseling, assessment, and career information. A computerized career guidance system such as the System of Interactive Guidance and Information can be of value. (11 references) (YLB)

ED 338 791 UD 028 428

Inger, Morton

Conflict Resolution Programs in Schools. ERIC/CUE Digest Number 74.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-4; ISSN-0889-8049

Pub Date—Jun 91

Contract—OERI-RI88062013

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York NY 10027.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Arbitration, *Conflict Resolution, *Cooperation, Elementary Secondary Education, Inservice Teacher Education, Interpersonal Communication, Listening Skills, Policy Formation, *Problem Solving, Program Evaluation, *Program Implementation, Public Schools, Social Problems, Urban Schools

Identifiers—ERIC Digests

This document presents a brief overview of conflict resolution in school settings and defines conflict resolution as: (1) a constructive approach to interpersonal and intergroup conflicts that helps people with opposing positions work together to arrive at mutually acceptable compromise solutions; and (2) as the body of knowledge and practice developed to realize the approach. It also presents categories of program types: (1) programs in which the disputants work among themselves to settle their differences; and (2) programs in which a mediator (an uninvolved impartial third party) helps the disputants reach agreement. The following themes of conflict resolution are reviewed: (1) active listening; (2) cooperation between disputants; (3) acceptance of each other's differences; and (4) creative problem-solving. The value of these programs beyond crime prevention is discussed. The digest highlights the curriculum-based Resolving Conflict Creatively progam operating in New York City (New York) public schools. An examination of program effectiveness looks at evaluation and key components. A final section on the future of conflict resolution discusses inservice teacher training and funding questions. Seven resources and seven references are included. (JB)

ED 338 745 UD 028 363

Highly Mobile Students: Educational Problems and Possible Solutions. ERIC/CUE Digest, Number 73.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-91-3; ISSN-0889-8049

Pub Date—Jun 91

Contract—RI88062013

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Change, Effective Schools Research, Elementary Secondary Education, Family Mobility, Homeless People, *Inner City, Low Income Groups, *Management Information Systems, Migrant Children, Poverty, Puerto Ricans, *Recordkeeping, Social Problems, *Student Mobility, Student Problems, Transfer Students, *Transient Children, Urban Problems, *Urban Schools

Identifiers—ERIC Digests, Migrant Student Record Transfer System

The following two types of student mobility stand out as causing educational problems: (1) inner-city mobility, which is prompted largely by fluctuations in the job market; and (2) intra-city mobility, which is caused by upward mobility or by poverty and homelessness. Most research indicates that high mobility negatively affects student achievement, particularly when students are from low-income, less-educated families. High student mobility puts an enormous burden on schools. Services developed for one population may need to change; attempts to monitor school performance are hampered by changing school populations. Effective schooling research has provided some suggestions for dealing with highly mobile students, including parent education and handbooks, reception committees and guides, classroom buddies for new students, and inservice training for teachers. Recordkeeping is one of the most severe problems schools face. Approaches that may serve as examples are: (1) the Migrant Student Transfer System, an electronic record system for Puerto Rico and the mainland United States that is beginning to keep student records; (2) an educational passport system for Puerto Rican students moving between Puerto Rico and New York or Connecticut, and (3) a pilot recordkeeping system of the National Center for Education Statistics. Problems that may arise in the search for more efficient recordkeeping include student privacy and school accountability. A list of seven references is included. (SLD)

ED 338 706 TM 017 567

Davey, Lynn

The Application of Case Study Evaluations. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-91-9

Pub Date—Nov 91

Contract—R88062003

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, Educational Assessment, *Program Evaluation, Program Implementation, Qualitative Research, *Research Methodology

Identifiers—ERIC Digests

Case study methods involve an in-depth, longitudinal examination of a single instance or event. They result in an increased understanding of why the instance happened as it did, and are especially well suited for generating, rather than testing, hypotheses. Six types of case studies are discussed, based on the framework of L. Datta (1990). For each, the type of evaluation questions that can be answered, the functions served, some design features, and some pitfalls are reviewed. Illustrative case studies are descriptive; they use one or two instances to show what a situation is like. Exploratory case studies are condensed case studies, which are undertaken before implementing a large-scale investigation. Critical instance case studies examine one or a few sites to study situations of unique interest or to test a generalized or universal assertion. Program implementation case studies help discern whether implementation is in compliance with its intent. Program effects case studies determine the impact of programs and provide some inferences about reasons for success or failure. Cumulative case studies aggregate data from several sites collected at different times. Evaluators considering the case study as an evaluation design must decide what type of question they have and examine the ability of each type of case study to answer the specific question. There are four references. (SLD)

ED 338 705 TM 017 566

Baker, Eva L. Linn, Robert L.

The Center for Research on Evaluation, Standards, and Student Testing (CRESST). ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-91-8

Pub Date—Dec 91

Contract—R88062003

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, *Educational Assessment, Educational Improvement, Educational Policy, Educational Quality, Educational Research, Elementary Secondary Education, Evaluation Criteria, *Research and Development Centers, Research Universities, *Student Evaluation, Test Construction, *Test Use

Identifiers—*Center Research Eval Standards Student Testing, ERIC Digests, Performance Based Evaluation, University of California Los Angeles

The Center for Research on Evaluation, Standards, and Student Testing (CRESST) attempts to advance the understanding of educational quality by research and development on the design, implementation, analysis, and use of assessment information. CRESST's research programs are directed at five major goals: (1) provide leadership to improve assessment policy and practice at the national, state, and local levels; (2) improve the quality, sensitivity, and fairness of student performance assessments; (3) improve the validity of models and indicators for judging the quality of schools; (4) improve understanding of assessment development, implementation, and effects as they occur in school practice; and (5) improve understanding of assessment policy and its contribution to educational improvement. An expanded set of criteria are being developed and refined for judging the validity of educational assessment. Research currently focuses on the following programs: (1) Program 1, building the infrastructure for improved assessment; (2) Program 2, designs for learning-based assessment (prototypes and models); and (3) Program 3, collaborative development and improvement of assessments in practice. The CRESST team is composed of researchers from the: (1) Center for Study of Evaluation at the University of California (Los Angeles); (2) University of Colorado; (3) RAND Corporation; (4) University of Chicago (Illinois); (5) University of California (Santa Barbara); and (6) University of Pittsburgh (Pennsylvania). (SLD)

ED 338 704 TM 017 565

Glaser, Robert Resnick, Lauren

National Research Center on Student Learning. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-91-7

Pub Date—Dec 91

Contract—R88062003

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, Classroom Research, *Critical Thinking, Elementary Secondary Education, *Instructional Effectiveness, Knowledge Level, *Learning Processes, Problem Solving, Program Descriptions, *Research and Development Centers, Research Methodology, Research Universities, Student Evaluation, *Thinking Skills

Identifiers—ERIC Digests, *National Research Center on Student Learning, University of Pittsburgh PA

The work of the National Research Center on Student Learning (CSL) is described. The CSL, one of 23 national centers funded by the Office of Educational Research and Improvement, is an integral part of the Learning Research and Development Center of the University of Pittsburgh (Pennsylvania). The CSL conducts interdisciplinary research that informs and supports thinking-oriented education in the United States. CSL studies how instruction can encourage students to: (1) ask questions about what they learn; (2) invent new ways of solving problems; (3) connect new knowledge to information they already have; and (4) apply their knowledge and reasoning skills in new situations. Research focuses on metacognitive processes that teachers can nurture and encourage students' regulation of their own learning, and critical thinking and the elaboration of problems. The CSL is also working to build a knowledge base about the reasoning styles that are characteristic of different school subjects (history, science, geography, mathematics, and social sciences). Other lines of research explore: (1) domain-specific education; (2) students' prior knowledge; (3) social contexts of learning; and (4) connections between higher order learning skills and persistence or motivation. CSL research projects are organized into the three areas of: (1) strategies for thinking; (2) knowledge foundations for thinking; and (3) thinking in the classroom. (SLD)

ED 338 703 TM 017 564

Davey, Lynn Neill, Monty

The Case against a National Test. ERIC/TM Digest.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-91-6

Pub Date—Dec 91

Contract—R88062003

Note—4p.; Paper based on testimony presented by M. Neill to the Subcommittee on Select Education, House of Representatives.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Assessment, Educational Change, Educational Improvement, Educational Policy, Educational Practices, Elementary Secondary Education, Multiple Choice Tests,

*National Programs, *Standardized Tests, *Testing Problems, Testing Programs, Test Use
Identifiers—ERIC Digests, *Performance Based Evaluation

This document argues that current efforts to establish a national test to measure progress toward the nation's educational goals will inhibit, rather than advance, educational reform. Proponents of a national test have asked for single, primarily multiple-choice tests, or for performance assessments to measure progress toward the nation's educational goals, but national testing proposals are based on the fallacy that measurement will induce positive change in education. Evidence from standardized examinations in the United States has not confirmed improvement resulting from multiple-choice testing. Performance assessments offer the possibility of real improvement, but should not be transformed into a national examination system at this time. Several issues should be resolved before it is reasonable to consider a national system: (1) the lack of consensus on practices and outcomes; (2) the fact that testing alone will not improve education; and (3) the need to address equity, an overall education information system, a test of the technology and benefits of score comparison, who will be in charge, and the consequences of a national standard-setting body. The following steps are recommended to improve education and assessment: (1) the Federal Government should assist states and districts with the development of performance assessments, teacher education and staff development, and the development and dissemination of model curricula, standards, and assessments; (2) re-examine cases in which the Federal Government requires multiple-choice testing, particularly for the Chapter 1 program; (3) consider assessment not in isolation but as part of a comprehensive educational information system; and (4) require that any assessment system be evaluated on the basis of extensive experience at the state and district levels. It is concluded that school reform, not more testing, is what students need. There are three references. (SLD)

ED 338 702 TM 017 563
Crafts, Jennifer
Using Biodata as a Selection Instrument. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-5
Pub Date—Dec 91
Contract—R88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Biographical Inventories, Cognitive Tests, *Data Collection, *Individual Characteristics, *Job Performance, *Occupational Tests, *Personnel Selection, Predictive Measurement, Questionnaires, Test Construction, Test Items, Test Reliability, Test Validity
Identifiers—ERIC Digests

Biographical inventory is a selection device used as an alternative or supplement to cognitive testing because this measurement method predicts aspects of job performance that are not predicted by cognitive measures. Some of the issues and concerns about using biographical inventories are discussed. The use of biographical inventories (biodata) is based on the assumptions that past behavior is a valid predictor of future behavior and that information from job applicants about previous experience can be used to predict performance. Items of a personal history can be divided into "hard" items that can easily be verified against records, and "soft" items that cannot be checked for truthfulness. The combination of "hard" and "soft" biodata items broadens the variety of information collected. Biodata items are generally cast in a short-answer or multiple-choice format. Limitations designed to protect applicants from discriminatory behavior keep certain types of information from being included on biodata inventories. Estimates of biodata reliability vary greatly with the content of items included. Predictive validity has been established for biodata over a variety of occupations. Care must be taken in constructing biodata inventories to reduce the potential for adverse impacts. There are four references. (SLD)

ED 338 701 TM 017 562
Shavelson, Richard J. And Others
What Are Educational Indicators and Indicator Systems? ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-4
Pub Date—Jul 91
Contract—R88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Policy, Educational Trends, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Heuristics, Long Range Planning, *Management Information Systems, Outcomes of Education, *Statistical Data, Student Characteristics, Systems Development, *Trend Analysis
Identifiers—*Educational Indicators, ERIC Digests, Monitoring

Educational indicator systems are similar to indicator systems used to monitor the economy, the criminal justice system, or other social systems. Governments recognize the value of statistics that provide current information and make trend analysis and forecasts possible. Education statistics will qualify as indicators only if they serve as yardsticks; they must tell a great deal about the system by reporting the condition of a few significant features. As a heuristic guide, it is proposed that an indicator is an individual or composite statistic that relates to a basic construct in education and is useful in a policy context. An indicator system is more than a mere collection of indicators. The information provided by the system should be greater than the sum of its parts. National Indicators should monitor education outcomes and reflect characteristics of students and communities, financial and human resources, and other educational inputs. They should reflect the adequacy of the curriculum and instruction, as well as the nature of the school. Indicators must be related to each other so that their relationships and changes in their relationships can be ascertained. Indicators cannot: (1) set goals and priorities; (2) evaluate programs; and (3) develop a balance sheet for a social system. They can describe and state problems clearly, identify new problems, and give clues about promising policy approaches. Five references are listed. (SLD)

ED 338 700 TM 017 561
Shavelson, Richard J. And Others
Steps in Designing an Indicator System. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-3
Pub Date—Jul 91
Contract—R88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Data Collection, Educational Assessment, Educational Policy, Elementary Secondary Education, *Evaluation Criteria, Evaluation Methods, Formative Evaluation, *Management Information Systems, *Mathematics Education, Research Methodology, Research Needs, *Science Education, *Systems Development
Identifiers—*Educational Indicators, ERIC Digests, Monitoring

Some steps to identify an initial set of indicators and to develop alternative indicator systems are outlined for educational evaluation and illustrated through the example of a National Science Foundation (NSF) study of mathematics and science education. The first step is to conceptualize potential indicators to specify a comprehensive monitoring system containing inputs, processes, and outputs. The potentially important indicators identified through this model are refined through eight criteria for selecting indicators of the major components of schooling. It was assumed that indicators should: (1) reflect the central features of mathematics and science education; (2) provide information pertinent to current or potential problems; (3) measure factors that policy can influence; (4) measure observed behavior rather than perceptions; (5) be reliable and valid; (6) provide analytical links; (7) be feasible to implement; and (8) address a broad range of audiences. After the indicators are selected, alternative data collection strategies to build the system must be designed. The alternatives require evaluation for utility, feasibility, and cost. After selection of one alternative, the individual indicators are developed and refined. Reviewing research on the key components and indicators of mathematics and science education highlights the necessity of a research agenda to improve indicator systems. There are three references. (SLD)

ED 338 699 TM 017 560
Rafilson, Fred
The Case for Validity Generalization. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-2
Pub Date—Jul 91
Contract—R88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Analysis of Covariance, *Concurrent Validity, Correlation, Educational Assessment, *Meta Analysis, Occupational Tests, Regression (Statistics), Statistical Significance, *Test Use, Test Validity
Identifiers—ERIC Digests, *Validity Generalization

An important issue in educational and employment settings is the degree to which evidence of validity obtained in one situation can be generalized to another situation without further study of validity in the new situation. Theory, procedures, and applications concerning validity generalization are addressed. Meta-analytic techniques make possible a comparative process to determine if the criterion-related validity of a test is relatively stable or if the test is valid only in certain situations. The criterion-related validity of a test in a local situation is usually only inferred if the findings reach a level of magnitude called statistical significance. A common procedure for conducting a meta-analysis to determine the degree to which validity findings can be generalized involves: (1) estimating the population validity by computing the mean of the observed sample validities; (2) correcting the observed validities by removing the effects of statistical artifacts, and (3) finding the variance of the corrected observed validities. If the variance of the corrected observed validity is nearly zero, then the validity generalizes and can be transported to other situations or locations. Three models currently exist for assessing validity generalization (the correlation model, the covariance model, and the regression slope model). Validity generalization studies are usually used to draw scientific conclusions about the relationships between variables and to support the use of a test in a new situation. Four references are listed. (SLD)

ED 338 698 TM 017 559
Rudner, Lawrence M.
Assessing Civics Education. ERIC/TM Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-91-1
Pub Date—May 91
Contract—R88062003
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Civics, *Classroom Techniques, *Educational Assessment, Elementary Secondary Education, Essay Tests, Group Instruction, Guidelines, Interviews, Measurement Techniques, Relevance (Education), Student Evaluation, Student Projects, Teacher Made Tests, *Teacher Role, *Test Construction, Test Format
Identifiers—ERIC Digests

Assessment can play a vital role in ensuring the success of citizenship education. Assessment should be an on-going process that informs about the progress and development of students. Guidelines are presented for designing and planning assessment activities, and several formats for assessment are described. Basic guidelines for assessment are suggested: identify instructional goals, communicate instructional goals to students, integrate assessment with instruction, assess often, and use a variety of techniques. Some of the following techniques can give more meaningful and accurate data than multiple-choice and true or false tests: (1) group projects; (2) interviews with students; (3) essay questions; (4) informal observation; (5) formal observation; and (6) projects to help students realize the connection between instruction and the real world. Carefully planned assessments that reflect clearly defined objectives can enhance instruction. Four references are listed. (SLD)

ED 338 593 SP 033 399
Harnett, Anne Marie
Model Programs for Middle School Teacher Preparation. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-5
Pub Date—Nov 91
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Observation Techniques, Educational Philosophy, *Field Experience Programs, Higher Education, Intermediate Grades, Junior High Schools, *Middle Schools, *Models, *Preservice Teacher Education, *Program Content, Specialization, *Teacher Education Programs
Identifiers—ERIC Digests, North Carolina State University Raleigh, Ohio State University, Saint Cloud State University MN

This digest describes three teacher education program models designed to concentrate on: (1) a philosophy of middle school education; (2) an understanding of the unique psychological, social, and intellectual needs peculiar to the 10- to 14-year-old student; (3) an ability to increase student motivation; and (4) a command of subject area. The first program, Teaching Early Adolescents in Middle Schools (TEAMS), is offered at Ohio State University. The five quarter program enables students to engage in classroom observation, planning and teaching, reflection seminars, study of child development, classroom management, and teaching strategies. The Early Adolescent Block Program, offered at St. Cloud State University (Minnesota), is based on state certification requirements. Students receive an overview of early adolescent education, observe in cooperating schools, and attend seminars where they reflect on experiences. The final program is offered at North Carolina State University (Raleigh). A key course in this program, Teaching in the Middle Years, serves as a model for a good middle school classroom. The course uses many of the same methods that are successful in teaching young adolescents and engages the teacher education students in the types of activities they will be using in their middle school classes. (LL)

ED 338 445 PS 020 069
Perrone, Vito
On Standardized Testing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-8
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Accountability, Elementary Education, Elementary School Students, Grade Repetition, *Standardized Tests, *Student Evaluation, *Teacher Attitudes, *Test Reliability, *Test Use, Writing Evaluation
Identifiers—Association for Childhood Education International, ERIC Digests

This ERIC Digest was adapted from the Association for Childhood Education International's (ACEI) 1991 position paper on standardized testing. Since the publication of "A Nation at Risk" in 1983, standardized testing programs have expanded greatly. Tests may be of pencil-and-paper or performance-oriented varieties. The purposes of tests include determination of children's placement in gifted programs and grade advancement. Teachers feel compelled to spend time preparing children to take tests in spite of the fact that few teachers believe that a given child's intelligence can be accurately represented by standardized tests. Reasons for caution in the use of tests include the possible loss of children's self-esteem, the distortion of the curriculum, and the lowering of expectations. The ACEI believes that no standardized testing should occur through grade 2, and questions the need for testing in the remaining elementary school years. Teachers increasingly indicate that they can address accountability issues through documentation of children's work. This is most clearly seen in the area of writing. Concerned educators argue that writing cannot be assessed outside the instructional process itself. The digest concludes that performance-based assessment in the classroom, rather than assessment by standardized testing, guarantees an understanding of the growth of individual children. Three references are cited. (BC)

ED 338 444 PS 020 068
Bellm, Dan
Child Care Resource and Referral Agencies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-10
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, *Community Information Services, Community Organizations, *Consumer Education, *Day Care, Early Childhood Education, Educational Quality, Information Dissemination, Information Processing, Parent Materials, Public Agencies, *Referral
Identifiers—*Day Care Selection, ERIC Digests, Public Private Relationship

This ERIC/EECE Digest was adapted from a position paper of the National Association of Child Care Resource and Referral Agencies (NACCRRA). Child Care Resource and Referral (CCR&R) organizations are important for their ability to meet the needs of: (1) consumers, for a single point of access that can help them understand their child care options; (2) child care providers, for training and support; and (3) local governments and agencies, for help in allocating resources. CCR&Rs have grown steadily since the 1970s. A few are housed in state agencies, but most are community-based organizations. Nearly half the states have statewide CCR&R organizations. Services provided by CCR&Rs include: (1) promoting consumer education and parental choice by giving parents detailed information about local child care programs and counseling parents about alternatives when services do not meet their needs; (2) assisting child care providers by offering training; (3) documenting trends and building the supply of child care services; and (4) leveraging resources through public-private partnerships. Information about NACCRRA and an employer-assisted child care information kit from the National Association for the Education of Young Children is provided. (BC)

ED 338 295 JC 910 513
Prager, Carolyn
Learning Centers for the 1990's. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-03
Pub Date—Aug 91
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Libraries, College Role, Community Colleges, Educational Resources, Instructional Improvement, *Learning Laboratories, *Learning Resources Centers, Learning Theories, Models, Remedial Instruction, Skill Development, Two Year Colleges
Identifiers—ERIC Digests, *Learning Assistance Centers

In order to realize their academic missions and respond to state demands for access, assessment, and accountability, the nation's community colleges, along with all other institutions of higher education, are focusing increasingly on the enhancement of academic support services. Learning centers represent an important means of providing learning assistance. They exist in various forms under various names on different campuses. More has been written about the learning resource center (LRC) or library-based format than any other learning center model. The LRC tends to emphasize two main functions: the provision of traditional research, reference, and bibliographic support to students and faculty; and the use of non-print media to bolster learning. Discipline-based support centers, while found more often at senior institutions, also exist at some two-year colleges. Examples include the algebra and calculus microcomputer laboratory at De Anza College and the Life Science Learning Center at Los Angeles Valley College. Stand-alone centers are independent or quasi-independent units, which are not extensions of other institutional functions, such as libraries or student services programs. At two-year colleges, stand-alone centers tend to focus primarily upon the remedial and developmental needs of students most deficient in basic and study skills. Efforts to establish a new learning center or to expand and consolidate the range of services currently provided should have a solid theoretical foundation. An example of a clearly defined conceptual basis is the "Tenore Plan" employed at Bunker Hill Community College (Massachusetts) in the 1980s. The Tenore plan offered a learning center-based approach to individualized remedial and college-level instruction based on learning style assessment. As all sectors of higher education respond to the growing demand for outcomes assessment, learning centers will be challenged to extend learning assistance beyond the remedial and developmental. (JMC)

ED 338 294 JC 910 512
Williams, Dana Nicole
The Role of Scholarship in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-04
Pub Date—Jul 91
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *College Role, Community Colleges, *Educational Research, Faculty Publishing, Scholarly Journals, *Scholarship, *Teacher Role, Two Year Colleges, *Writing for Publication
Identifiers—ERIC Digests

The community college's mission as a teaching institution rather than a research institution has typically avoided placing scholarship in a central position. In 1988, the Commission on the Future of Community Colleges advocated a broad definition of scholarship encompassing the integration, application, and presentation of knowledge in the core activities of curriculum development, service, and teaching. One researcher defines scholarship as a "systematic pursuit of a topic," whereas research, which builds upon previous scholarly works and results in verifiable knowledge, empirical data, and replicable procedures, is only one form of scholarship. Many community college professionals do not engage in scholarship because conducting outside research means sacrificing teaching hours. In addition to lack of time, lack of support and encouragement from college leaders is another barrier. A third barrier to scholarship is an unwillingness among community college faculty to encroach upon what is seen as the domain of the university. Scholarship can be encouraged in a variety of ways. The mission or goals of the community college must be adjusted to include scholarship, with presidents and deans setting an example for their faculty. An effective reward system will also serve to inspire scholarship. ERIC documents offer advice and guidelines for community college professionals who are interested in being published. In addition, many state and professional associations and state agencies publish high-quality periodicals as a forum for the exchange of information and ideas among their members or faculty members in their state. (JMC)

ED 337 203 IR 053 808
Marchionini, Gary
Psychological Dimensions of User-Computer Interfaces. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-91-5
Pub Date—Oct 91
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Psychology, Computer Software Development, *Computer System Design, Gateway Systems, *Human Factors Engineering, Information Processing, *Input Output Devices, Learning Processes, *Man Machine Systems, *User Needs (Information)
Identifiers—ERIC Digests

This digest highlights several psychological dimensions of user-computer interfaces. First, the psychological theory behind interface design and the field of human-computer interaction (HCI) are discussed. Two psychological models, the information processing model of cognition and the mental model-both of which contribute to interface design-are introduced and discussed. It is observed that the use of metaphors to link user knowledge to the system's function can be both effective and constraining. Seven basic principles for interface design are then identified. It is argued that the most fundamental of these principles is that the interface should be designed around the user's needs rather than added on after a system has been completed, thus serving the constraints imposed by the system. Arguing that interfaces will become increasingly interactive as new input and output (I/O) devices are developed, the digest concludes by identifying current trends in interface design. Examples of new I/O devices currently being researched in HCI laboratories are given, and it is noted that interfaces are increasingly able to support multiple I/O devices in parallel (e.g., interfaces which will accept both voice and gesture), and that research is currently advancing in the area of interaction styles. (MAB)

ED 336 865 EA 023 351
Peterson, David
School-Based Budgeting. ERIC Digest, Number 64.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-A-91-6
Pub Date—Oct 91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Budgeting, *Decentralization, Elementary Secondary Education, *Participative Decision Making, Principals, School Accounting, *School Based Management
Identifiers—*Central Office Administrator Relationship, ERIC Digests, *School Based Budgeting

School-based budgeting decentralizes fiscal decisions and is usually adopted as part of a comprehensive school-based management plan. The practice requires cooperation, particularly from the school board, superintendent, and principals. The purpose of school-based budgeting is not to reduce costs but to improve school productivity by altering authority relationships within the district. (MLF)

ED 336 845 EA 023 320
Peterson, David
School-Based Management and Student Performance. ERIC Digest, Number 62.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-4
Pub Date—Oct 91
Contract—RI88062004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Gains, *Decentralization, Elementary Secondary Education, Outcomes of Education, *Participative Decision Making, *School Based Management, School Effectiveness, *School Restructuring, Student Improvement
Identifiers—ERIC Digests

The impact of school-based management (SBM) on student performance is examined in this digest. The first part describes school-based management and its potential for improving student performance. A review of research concludes that, overall, school-based management has not contributed to consistent or stable improvements in student performance. Reasons for SBM's insignificant impact are attributed to piecemeal implementation, neglect of classroom instruction and curriculum, and lack of teacher authority. A conclusion is that halfway measures do not result in substantially improved student achievement; true school-based management involves radical restructuring that shifts power and accountability from the central office to the school. (13 references) (LMI)

ED 335 806 EA 023 331
Gaustad, Joan
Schools Attack the Roots of Violence. ERIC Digest, Number 63.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-5
Pub Date—Oct 91
Contract—RI880262004
Note—3p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Crime, *Crime Prevention, Delinquency, Early Intervention, Elementary Secondary Education, *Juvenile Gangs, *School Role, School Security, *Violence
Identifiers—ERIC Digests

Reports of increased violence and crime in the schools suggest that an attack on the roots of violence must accompany work to improve discipline and physical security. Suggestions for schools to actively respond to the problem are offered in this digest. Reasons for the increase of violence and for most schools' reluctance to address the problem are discussed, as well as methods for teaching school nonviolence through prevention programs and early intervention strategies employed by several schools. (11 references) (LMI)

ED 335 357 SP 033 292
Abdal-Haqq, Ismat
Professional Development Schools and Educational Reform: Concepts and Concerns. ERIC Digest 91-2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-2
Pub Date—Sep 91
Contract—RI88062015
Note—4p.; For a related document, see ED 316 548.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College School Cooperation, *Educational Change, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Preservice Teacher Education, *Professional Development, *Program Improvement, Public Schools, *Schools of Education, *Student Teaching, Teacher Education Programs
Identifiers—ERIC Digests, *Professional Development Schools

This digest provides an overview of a new institution, the professional development school (PDS), and of its place in improving public schooling. The PDS is the result of a collaboration between universities and local school districts. In recent years, the literature has suggested that public schools as they exist today cannot adequately prepare tomorrow's teachers. A PDS is an exemplary, functioning public school which has as one of its fundamental missions the professional development of preservice, novice, and practicing teachers. The role of the PDS in improving practice and preparing teachers is analogous to the role of teaching hospitals in the medical profession. They are clinical sites where professional standards of practice are developed, refined, and institutionalized; where cohorts of teaching interns participate in structured induction programs; where both teaching practice and induction are knowledge based; and where inquiry, research, and reflection are used to continually test, refine, and expand this knowledge base. Some expressed concerns are: the cost of operating a PDS; the low esteem in which teacher education programs are held by the academic establishment; possible problems caused by differential treatment of teachers in the PDS; and the relatively few sites in the PDS network. (LL)

ED 335 356 SP 033 291
Harnett, Anne Marie
Preparation of Middle School Teachers. ERIC Digest 90-1.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-1
Pub Date—91
Contract—RI88062015
Note—4p.
Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, Educational Needs, Higher Education, Institutional Characteristics, Intermediate Grades, Junior High Schools, *Middle Schools, *Preservice Teacher Education, *Program Content, Student Characteristics, *Teacher Certification, *Teacher Education Curriculum
Identifiers—ERIC Digests

This digest reviews some of the literature on middle grades teacher preparation focusing on the following topics: (1) characteristics and needs of early adolescents (aged 10-14); (2) the kinds of schools and programs suited to early adolescents; and (3) characteristics of a teacher education curriculum that would adequately prepare teachers for these schools and programs. Early adolescent learners have special personal, social, and educational needs that, according to the literature, can be met more appropriately in a middle school (grades 6-8) than in an elementary or junior high school. Studies have recommended that middle schools be staffed by teachers who are expert at teaching early adolescents and have the appropriate education and training. According to many studies, teacher education must focus on the characteristics and needs of early adolescents and include content and methodology that are directly related to middle school programs. Recent studies underscore the need for both school-level professionals and teacher educators to involve themselves in restructuring teacher preparation for the middle grades and for greater cooperation between State Departments of Education and teacher training institutions to ensure adequate preparation and appropriate certification of middle school teachers. (LL)

ED 335 297 SP 032 794
Bartunek, Holly M.
The Classroom Teacher as Teacher Educator. ERIC Digest 89-7.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-7

Pub Date—90

Contract—R188062015

Note—3p.

Available from—ERIC Clearinghouse on Teacher Education, One Dupont Circle, Suite 610, Washington, DC 20036-1186.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Mentors, Preservice Teacher Education, *Professional Development, School Districts, *Staff Development, *Teacher Educators, *Teacher Role

Identifiers—ERIC Digests, *School Based Teacher Education

The school-based teacher educator (SBTE) is a classroom teacher who is responsible for preservice, inservice, or continuing education at a school or district level while maintaining a primary work location in an elementary or secondary classroom. Teachers in this role have the potential for enhancing faculty morale by responding to both the professional and personal development needs of the faculty and by utilizing other teachers as resources within the designed program. SBTE program possibilities can be accommodated to the needs of the school, the school culture, and the developmental stages of the teachers. A description is given of four types of SBTE programs: (1) mentorship programs; (2) a resident supervisor's program; (3) a regional staff development center associate program; and (4) a peer coaching program. (JD)

ED 335 284 SO 021 698

Stoltman, Joseph P.

Teaching Geography at School and Home. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-91-5

Pub Date—Jun 91

Contract—R188062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Elementary Secondary Education, *Geographic Concepts, *Geography, *Geography Instruction, Parents as Teachers, Social Studies, *Student Educational Objectives, *Teaching Methods

Identifiers—ERIC Digests

Geography is a key to understanding and acting effectively in our world. It is the subject that, more than any other, enables people to comprehend the earth and its environment, and to appreciate the delicate balances between the human and physical elements that bind people to this planet. However, more than half the children of the United States are failing to achieve geographic literacy. Several reports for the National Assessment of Educational Progress (NAEP) reveal alarming deficiencies in the geography learning of U.S. youth. Furthermore, a recent international survey by the Gallup Organization found that U.S. young people lag far behind their age-mates in other industrially developed countries in their map skills and knowledge of geography. This ERIC Digest discusses: (1) what students should learn about geography; (2) what to do at school to improve the geography learning of students; and (3) what to do at home to improve the geography learning of children. A list of references and ERIC resources is provided. (DB)

ED 335 283 SO 021 697

Schlene, Vickie J.

Teaching the 20th-Century History of the United States. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-91-6

Pub Date—Jul 91

Contract—R188062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, History Instruction, Learning Strategies, Secondary Education, Secondary School Curriculum, Social Studies, Student Educational Objectives, *Teaching Methods, *United States History

Identifiers—ERIC Digests, *Twentieth Century History

It is important to reaffirm the teaching of recent United States history in secondary schools. Diane Ravitch and Chester E. Finn state: "If we think it important that they (17-year-old students of 1986) understand the three decades between the Second World War and their own sixth birthdays (in 1975), we cannot expect this instructional job to be done for them by the daily newspapers or the nightly news; we have to teach this period as the history that it now is." Unfortunately, there are several obstacles to teaching this period of history, including time constraints, student apathy for the subject, and limited help from textbooks. This ERIC Digest: (1) examines the coverage of 20th century U.S. history; (2) discusses the consequences of limited coverage for student learning; (3) provides ideas on improvement of teaching and learning 20th century U.S. history; and (4) lists ERIC resources dealing with all these facets of the topic. (DB)

ED 335 239 SE 052 418

Disinger, John F.

Environmental Education for Adult Learners. ERIC/SMEAC Environmental Education Digest.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SE-91-38

Pub Date—91

Contract—R188062006

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, *Adult Educators, Cognitive Development, *Communications, Community Involvement, Controversial Issues (Course Content), Decision Making, *Environmental Education, Interdisciplinary Approach, *Mass Media, Program Descriptions, *Public Opinion, Public Policy, Recycling, Science Education, Teaching Methods

Identifiers—ERIC Digests

Three relatively distinct groups demonstrating personal and professional interest in environmental education for adults are environmentalists, environmental educators, and adult educators. The agenda of each group, its potential contribution, and its limitations are discussed. The development of communication and cooperation among these groups, perhaps leading to joint programming and planning and enabling each to achieve its educational and environmental objectives more effectively, is described. The importance of professional environmental educators in initiating, supporting, and participating in cooperative efforts is emphasized. Sections include (1) "How are Social and Political Responses Related?"; (2) "What Bridges Can Be Built?"; (3) "Objective: Knowledge and/or Action?"; and (4) "What Programs and Models Exist"? (KR)

ED 335 207 RC 018 335

Gale, Nancy

Fighting Alcohol and Substance Abuse among American Indian and Alaskan Native Youth. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-8

Pub Date—Jul 91

Contract—R188062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, *Alaska Natives, *Alcohol Abuse, *American Indians, *At Risk Persons, Change Strategies, Community Action, Community Programs, Intervention, Prevention, Program Development, *Substance Abuse, Tribes

Identifiers—ERIC Digests

According to a national survey, about 80% of American Indian and Alaska Native youth have experimented with alcohol or drugs, compared to about 50% of youth nationwide. Particular risk factors for Native youth include low self-esteem, post-traumatic stress, and culture conflict arising from differences between traditional Native values and values of the dominant society. Increasingly, tribes and Native communities are taking steps to eliminate substance abuse and are becoming optimistic that success is possible. Native communities are recognizing that each community contains valuable resources in its own people, traditions, and spiritual values. Many tribal programs seek to improve the self-esteem of Native youth through participation in tribal culture and heritage. Physical challenge programs, tribally sponsored chapters of national youth organizations, and peer support groups provide a framework for accomplishment, self-actualization, and the development of healthy attitudes. Steps for developing a community program are: (1) getting community members together and asking them to define how alcohol and substance abuse specifically affect their youngsters; (2) encouraging community discussion of the problem; (3) identifying what is being done about the problem and where the gaps are; (4) working through a community committee to develop a plan, coordinate activities, and share responsibilities among community members; (5) identifying and use outside resources; and (6) keeping track of progress. (SV)

ED 335 206 RC 018 334

Inman-Freitas, Deborah

Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-9

Pub Date—Aug 91

Contract—R188062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Budgeting, *Educational Finance, Elementary Secondary Education, *Financial Problems, Institutional Cooperation, *Money Management, Rural Education, *Rural Schools, *School Districts, School Funds, Shared Resources and Services, State Aid

Identifiers—ERIC Digests

Based on a recent nationwide survey of rural administrators, this digest reports on the financial problems of rural school districts and some possible strategies for improvement. Rural administrators reported the following financial management problems: (1) cash flow problems due to late receipt of state aid or taxes; (2) expenditures that are increasing at a faster rate than revenues; and (3) inadequate funding to provide modern technology and equipment and competitive teacher salaries. Districts have developed some general strategies to improve financial management, including seeking competitive bids or comparison pricing for all purchases, developing partnerships with local organizations, using volunteers and student employees, sharing personnel and resources with other districts, and maximizing staff productivity. Although most rural districts are not satisfied with current state funding formulas, rural administrators reported strategies to make the school finance formula work more effectively for their district. Rural-specific options for increasing efficiency include implementing a 4-day school week and developing interdistrict cooperative agreements in the areas of interscholastic athletics and telecommunications services. Effective financial planning should involve the input of many school and community participants, a clear sense of priorities during budget construction, and cautious forecasting. (SV)

ED 335 205 RC 018 333

Verstegen, Deborah

Funding Rural, Small Schools: Strategies at the Statehouse. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-10

Pub Date—Aug 91

Contract—R188062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Finance, Elementary Secondary Education, Financial Support, *Rural Education, Rural Schools, School Districts, School Funds, School Size, *Small Schools, *State Aid

Identifiers—ERIC Digests, *Isolation (Geographic), *Small School Districts

The cost of providing an educational program is higher for rural, small schools and districts than for others. Nevertheless, recent studies suggest that small schools and districts may be a more efficient investment than large schools because the "learning value per unit of expenditure" seems to be greater there. This new idea expands the traditional concept of outcome to include morale, achievement, curriculum, and positive attitudes towards learning. This digest examines state strategies for meeting the unique financing needs of rural, small schools and districts. Thirty states currently include a factor in their school finance formula to compensate for the additional costs of rural, small schools or districts. Ten states distribute additional assistance based on small school district or school enrollment. Six states provide assistance to isolated schools or school districts based on sparsity of population per square mile, miles between schools, or time required to reach the next school by bus. Nine states provide additional revenue based on a combination of small size thresholds and isolation factors. Two states provide additional aid to small schools or districts based on a combination of size, isolation, and tax effort. Other provisions for rural, small schools include additional state aid for interdistrict cooperative arrangements, a larger "mil deduction" for some rural districts, and transportation allotments. (SV)

ED 335 180 **RC 018 180**

Huang, Gary *Howley, Craig*

Recent Trends in Rural Poverty: A Summary for Educators. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-1

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Employment Level, Family Structure, *Poverty, Race, *Role of Education, Rural Areas, *Rural Education, *Rural Urban Differences, Socioeconomic Influences

Identifiers—ERIC Digests

This ERIC digest summarizes recent studies on poverty in rural areas. In 1986, the poverty rate in rural areas was 50 percent higher than the urban rate. During the 1980s, rural poverty stayed higher, rising more rapidly during recession, and falling more slowly in the "recovery" period. Characteristics that distinguish the rural poor from the urban poor are: (1) the rural poor are more likely than the urban poor to work, but low wages keep them in poverty; (2) the majority of poor rural families are two-parent families, whereas the poor urban family is typically headed by a single parent; and (3) a much larger portion of the rural poor are whites than in urban areas. Some analysts believe poverty is more a function of history and economic structure than of individual or group characteristics. The rural economy is characterized by dependence on natural resources, a narrow industrial base in a given locale, and emphasis on low skill labor. Other analysts believe lack of human capital is a major cause of rural poverty, and blame an educationally disadvantaged labor force. However, the largest poverty gap between urban and rural populations is among those with more education, and the smallest among high school dropouts. As a potential influence on the well-being of individual student from poor families, education is clearly important. On the other hand, the role of education in changing the structural features of rural poverty is clearly limited. (KS)

ED 335 179 **RC 018 179**

Salerno, Anne

Migrant Students Who Leave School Early: Strategies for Retrieval. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-7

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Attendance, *Dropout Characteristics, *Dropout Programs, Dropout Rate, *Dropouts, High Risk Students, *High School Equivalency Programs, Limited English Speaking, Literacy Education, Migrant Education, *Migrant Youth, Poverty, Recordkeeping, Secondary Education, Work Study Programs

Identifiers—ERIC Digests

This ERIC digest examines the extent of early school leaving among migrants, conditions that precede early school leaving, common features of programs that work to retrieve dropouts, and illustrative programs that exhibit these features. The Migrant Attrition Project estimates a 45% national dropout rate of migrant students. Conditions that lead to early school leaving are: (1) overage grade placement; (2) poverty; (3) interrupted school attendance; (4) inconsistent recordkeeping; and (5) limited English proficiency. "Dropout retrieval" is the effort to identify dropouts and help them complete high school diplomas. Effective features of dropout retrieval programs focus on academics, vocational training, and support services. The High School Equivalency Program provides migrant dropouts the chance to prepare for the General Equivalency Development Test (GED) in a residential program on a college campus or in a commuter program. The Migrant Dropout Reconnection Program in Geneseo, New York, offers referral services to 16- to 21-year-old migrant dropout youth. Family literacy programs, including the Even Start program, address intergenerational literacy. The Migrant Alternative School in Yakima, Washington, provides GED preparation in both English and Spanish, ESL instruction, basic skills, vocational training, counseling for employment and college planning, and some credit-bearing classes for students who return to high school. Work study can also help students develop occupational skills and earn needed income. (KS)

ED 335 178 **RC 018 178**

Miller, Bruce

Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-6

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Class Organization, *Classroom Techniques, Educational History, Educational Research, Elementary Education, *Multigraded Classes, Small Schools, Student Attitudes, Teaching Methods, *Teaching Skills

Identifiers—ERIC Digests

This ERIC digest reviews the history of the multigrade classroom, and summarizes research findings on multigrading effects on achievement and attitude. It also states requirements of teaching and learning in multigrade classrooms. Multigrade classrooms have ranged from the one-room schools of the early 1900s to the ungraded classroom of the 1960s and 1970s, to the cost effective two grade classrooms of today. Teachers are usually not trained to work in multigrade classrooms, and they face the challenge of working in school systems where single grade classrooms are the norm. Research evidence indicates that being a student in a multigrade classroom does not negatively affect academic performance, social relationships, or attitudes. Skills and behaviors required of multigrade teachers may be different, and coordinating activities can be more difficult. Six key instructional dimensions affecting successful multigrade teaching have been identified from multigrade research: (1) classroom organization; (2) classroom management and discipline; (3) instructional organization and curriculum; (4) instructional delivery and grouping, (5) self-directed learning; and (6) peer tutoring. Effective teachers share instructional responsibilities with students. A context of clear rules and routines help students develop independence. Teachers plan whole-class instruction that revolves around open task activities. (KS)

ED 335 177 **RC 018 177**

Howley, Craig *Huang, Gary*

School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-5

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Age Differences, *Dropout Rate, *Dropouts, Educational Trends, Equal Education, *Racial Differences, *Rural Urban Differences, Secondary Education

Identifiers—*National Education Goals 1990

A goal adopted at the 1990 Education Summit in Charlottesville, Virginia, aims to increase the high school graduation rate to 90 percent by the year 2000. The National Center for Education Statistics (NCES) reports three types of dropout rates: (1) event rates report the percentage of students who left high school without finishing work toward a diploma in a single year; (2) status rates report the percentage of the population of a given age range who have not finished high school or are not enrolled; and (3) cohort rates report what happens to a single group of students over time. Differences exist among youth in central cities, suburban areas, and rural areas. The dropout problem is most severe in central cities, least severe in suburban areas, with nonmetro areas in the middle. Measured by either event or status rates, Hispanic youth have the highest national dropout rate among ethnic groups. African Americans have the second highest rate, and Whites the lowest. Four general implications of the baseline data developed by NCES are: (1) if high school completion is a minimum level of attainment, then the earlier a student masters a high school curriculum, the better; (2) putting the national goal into measurable form requires development of indicators pegged to progress among particular age groups and reflected in particular statistics; (3) meeting the national goal is an issue of educational equity; and (4) policies that respond to the situation of particular regions and ethnic groups may be well warranted. (KS)

ED 335 176 **RC 018 176**

Santiestevan, Stina

Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-2

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Bilingual Education, Bilingualism, Elementary Secondary Education, *Hispanic Americans, *Immigrants, Non English Speaking, Population Growth, *Spanish Speaking

Identifiers—ERIC Digests

This ERIC digest examines the Spanish-speaking group in the United States, its growth through net immigration and natural increase, and its eventual decline as speakers shift to English. The Hispanic population is growing rapidly, but data suggest that U.S. Hispanics do learn and speak English. Research predicts that by the year 2001 the Spanish-speaking group will total 16.6 million and some 95% of the immigrant population will have Spanish for their mother tongues. However, only a bare majority of the U.S. native born will be given Spanish as their first language. Although most Hispanic immigrants remain lifetime bilinguals, the language shift begins immediately upon an immigrant's arrival in the United States, and ends within approximately 15 years. The language shift spans three

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generations, beginning with the immigrants who continue to speak Spanish, and ending with their grandchildren who virtually all have English as their mother tongue. Policy implications are: (1) the English language is not endangered by the use of Spanish; (2) simple courtesy suggests that essential public announcements and services should be provided in Spanish; (3) more English classes for adults are needed; (4) Spanish-speaking children need bilingual education; and (5) bilingual capabilities should be encouraged among all. (KS)

ED 335 175 RC 018 175

Swisher, Karen

American Indian/Alaskan Native Learning Styles: Research and Practice. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-4

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Alaska Natives, •American Indian Education, •American Indians, •Cognitive Style, Cultural Awareness, •Cultural Differences, Elementary Secondary Education, Individual Differences, Observational Learning, •Teaching Styles

Identifiers—ERIC Digests

This digest reviews the literature related to learning styles of American Indian and Alaskan Native students. Several studies show that in some tribes, observation, self-testing in private, and then demonstration of a task for approval are essential steps in learning. Indian children often hesitate to participate in large and small-group recitations, but are talkative during interactions with the teacher or student-led group projects. Cherokee children prefer cooperation over competition, and will often hide academic competence to avoid seeming superior. These cultural styles of learning do not match the learning environment of the typical classroom. Although group characteristics may provide a basis for further investigation into individual characteristics, overgeneralizing group tendencies can have the ill effects of stereotypic notion, discriminatory practice, and inappropriate excuses for failure in teaching and learning. Teachers should observe students' preferred ways of learning and plan learning experiences accordingly. New ways of learning can be gradually introduced as children become more comfortable. Teachers also benefit from learning about students' backgrounds and values, and the norms of the community. Teachers must be aware of their own learning style and related teaching style strengths. Assessment tools are available to identify both learning- and teaching-style tendencies. (KS)

ED 335 174 RC 018 174

Chavkin, Nancy Feyl

Family Lives and Parental Involvement in Migrant Students' Education. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-91-3

Pub Date—May 91

Contract—RI88062016

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Abuse, •Dropout Rate, Economic Factors, Elementary Secondary Education, •Migrant Education, •Migrants, •Migration Patterns, •Parent Participation, •Poverty

Identifiers—ERIC Digests

This ERIC digest describes the lives of migrant families, migrant students' education, and migrant parents' involvement in their children's education. Migrant families tend to travel along well-established geographic routes which can be identified as the East Coast Stream, the Mid-Continent Stream, and the Western Stream. In 1986, the average annual income for migrant farmworkers was less than $6,500. In addition to poverty, living and working conditions pose serious health problems for migrant families. Families migrate for economic reasons, and migration occurs in both interstate and intrastate patterns. The level of child maltreatment is much higher among migrant families than among the general population, and intrastate migrant families have a higher incidence than interstate migrant families. Younger children and children from single-parent families also have a higher probability of being maltreated. Migrant students have the lowest graduation rate of any population group in the public schools. High risk characteristics of migrant students include low socioeconomic status, high levels of mobility, low levels of English language skills, and higher levels of handicapping conditions. Parental involvement in education increases student achievement. Migrant parents of high achievers hold positive attitudes toward school, while parents of low achievers hold more negative attitudes. By understanding migrant family lives and communicating with parents, educators can have a profound effect on migrant students' education. (KS)

ED 335 158 PS 019 889

Seligson, Michelle Coltin, Lillian

Approaches to School-Age Child Care. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-91-7

Pub Date—91

Contract—RI88062012

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, •Latchkey Children, Program Improvement, •School Age Day Care, •Student Characteristics

Identifiers—ERIC Digests

This ERIC Digest provides basic information about school-age day care programs. Discussion focuses briefly on options available to families with school-age children, developmental needs of school-age children, characteristics of high quality school-age programs, supportive services for self-care, and ways of improving school-age child care programs. The newly enacted federal Child Care and Development Block Grant, the Dependent Care Block Grant, special school-age child care legislation in at least 14 states, municipal sponsorship, and increased corporate interest are examples of program development. In addition, public schools have begun to form partnerships with provider agencies and to offer programs. It is concluded that good school-age child care must be understood as both a mediating influence that may prevent damage to children and an investment in the well-being of children and their families. (RH)

ED 335 059 IR 053 731

Brennan, Mary Alice

A Practical Guide to Preservation in School and Public Libraries. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-4

Pub Date—Aug 91

Contract—RI88062008

Note—4p.; This digest is based on the monograph, "A Practical Guide to Preservation in School and Public Libraries," by Maxine K. Sitts.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Learning Resources Centers, Library Materials, Library Role, Microfilm, National Programs, •Preservation, •Public Libraries, Records Management, •School Libraries, Users (Information)

Identifiers—Commission on Preservation and Access, ERIC Digests

Brittle paper, cheap bindings, mistreatment, and poor storage conditions are threatening to destroy thousands of scholarly documents throughout the United States unless preservation activities are successfully incorporated into all levels of library operations. In order for the preservation and access to information movement to succeed, there must be grassroots involvement, which can begin with school and public libraries. This digest identifies three key areas into which preservation activities fall: awareness, judgement, and advocacy. In the first of four sections methods that can be used to capture the content of brittle books are identified and examples of several national preservation initiatives and programs are presented. The second sections lists eight methods that libraries can use to begin their preservation activities. Highlighted in the third section are ways in which libraries can communicate their commitment to preservation to their financial supporters, vendors, and patrons. The final section presents an overview of the current national preservation agenda, including three of the Commission on Preservation and Access' objectives that are of interest to public and school libraries. (MAB)

ED 335 058 IR 053 695

Boss, Richard W.

What Is An Expert System? ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-3

Pub Date—Jun 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Computer Software, •Computer System Design, Databases, •Expert Systems, •Management Information Systems, Man Machine Systems, Microcomputers

Identifiers—ERIC Digests, Knowledge Bases

This digest describes and defines the various components of an expert system, e.g., a computerized tool designed to enhance the quality and availability of knowledge required by decision makers. It is noted that expert systems differ from conventional applications software in the following areas: (1) the existence of the expert systems shell, or interpreter; (2) the presence of a "knowledge base," or system of related concepts that enables the computer to approximate human judgment; and (3) the sophistication of the user interface. The purpose and functions of these three concepts are discussed in detail, and the computer's operating system is defined in terms of its important role in the implementation of the expert system. Eight additional readings are suggested. (MAB)

ED 334 959 HE 024 914

Swift, John S., Jr.

Social Consciousness and Career Awareness: Emerging Link in Higher Education. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-8

Pub Date—Aug 91

Contract—RI88062014

Note—3p.; For full report, see HE 024 794.

Available from—ASHE-ERIC Higher Education Reports, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Awareness, Citizen Participation, Citizen Role, •Citizenship Education, Citizenship Responsibility, Civics, Curriculum, •Government Role, Higher Education, •Public Service, Role of Education, •Social Responsibility, Student Attitudes, •Student Volunteers

Identifiers—ERIC Digests

This digest summarizes a full length report of the same title (HE 024 794) which discusses contemporary college students' apparent lack of understanding of citizenship and how it relates to positive career pursuits. A proposal is made to make students more aware of both the need for and the benefit of socially responsible citizens, and for engaging in volunteer service at the national level or as part of the undergraduate experience. The report discusses such programs as they relate to higher education including the role universities should play, the characteristics and desires of the contemporary college student; the level of financial and volunteer support currently exercised; student attitudes toward volunteering, and the appropriateness of national service programs currently under consideration in Congress. (JB)

ED 334 874 FL 800 400
Isserlis, Janet
Workplace Literacy Programs for Nonnative English Speakers. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-06
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, *English (Second Language), Evaluation Methods, *Literacy Education, *Needs Assessment, *Program Descriptions, Program Design
Identifiers—ERIC Digests, *Workplace Literacy

Workplace-based educational programs are not new. Recent perceptions of a national literacy crisis and the need for a competitive workforce, however, have resulted in the development of new programs across the country, many of which provide literacy and language training for nonnative English speakers. This digest focuses on the reasons for initiating workplace programs; types and essential features of programs; importance of conducting a needs assessment in order to determine appropriate curricula, materials, and teaching approaches; ways to design programs, construct curricula, and choose materials; and learner assessment. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 873 FL 800 399
Bartlett, Karen J. Vargas, Flavio O.
Literacy Education for Adult Migrant Farmworkers. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-05
Pub Date—Sep 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Literacy Education, *Migrant Workers, *Program Descriptions
Identifiers—ERIC Digests

This digest describes the population of migrant farmworkers, some of their educational challenges, and programs currently available to serve them. Challenges cited include the constant mobility of migrant farm workers as they follow the crops, lack of a national record system to track the progress of adults, lack of transportation, and lack of child care. Fear is also a factor; many undocumented workers are afraid to apply for programs even when qualified. The two main types of programs available to these workers are homestate and "upstream"–in either case it has been found that incamp programs with social assistance components are the most effective. The most crucial factor, however, is personal goal-setting, with instructional materials that capitalize on the learning styles and strategies of the students. The choice of staff is also crucial, and regular feedback from learners is important to keep classes on track and provide teachers with essential information. Recommendations are provided for additional services. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 872 FL 800 398
Pharness, Gary
A Learner-Centered Worker Education Program. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-08
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*English (Second Language), Foreign Countries, *Literacy Education, *Program Descriptions, *Program Effectiveness, *Student Centered Curriculum
Identifiers—*British Columbia (Vancouver), ERIC Digests, *Workplace Literacy

Despite increasing awareness of the need for workplace literacy programs to focus on adults' personal needs and interests and on long-term employment needs, many worker education programs for adults learning English as a Second Language continue to limit themselves to specific training for particular jobs. The Hastings Institute, Inc., a non-profit corporation of the City of Vancouver, British Columbia, developed the Vancouver Municipal Workplace Language Program for Vancouver City employees. This writing-based, learner-centered program is one of several that are influencing the design of worker literacy education across Canada and the United States. This digest describes the needs of Vancouver's linguistically and vocationally diverse workforce, and the city's response to those needs. The worker education program designed by the Hastings Institute is described, typical questions about the program are answered, and the success and spread of the program is highlighted. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 871 FL 800 397
Santopietro, Kathleen Peyton, Joy Kreeft
Assessing the Literacy Needs of Adult Learners of ESL. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-LE-91-07
Pub Date—Oct 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *English (Second Language), Literacy Education, *Measures (Individuals), *Needs Assessment, *Student Needs
Identifiers—ERIC Digests

Traditionally, student assessment has focused on measuring learner skills. Assessment of literacy needs, from the learner's perspective, is also an important part of an instructional program. This digest focuses on ways to determine what learners want or believe they need to learn. Many of the activities described can include or lead to assessment of proficiencies, and many of the sources cited include both types of assessment. Specific attention is focused on the definition of a needs assessment, the importance of a needs assessment, and assessment tools. In addition, a needs assessment conducted in one adult literacy program, the Adult Literacy Evaluation Project in Philadelphia (PA), is summarized. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 334 870 FL 800 387
Wiley, Terrence
Measuring the Nation's Literacy: Important Considerations. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-04
Pub Date—Jul 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—English (Second Language), *Illiteracy, Limited English Speaking, *Literacy, *Measurement Techniques, *Oral Language, Self Evaluation (Individuals), Testing
Identifiers—ERIC Digests

This digest focuses on measuring literacy in the United States. Various reports and surveys offer conflicting data on the extent of illiteracy, but it is generally agreed upon that the rates are alarmingly high. Information provided in this digest highlights the problem of defining literacy and the limitations of various approaches to measuring literacy, confusing illiteracy with non-English literacy, and confusing limited oral language proficiency in English with illiteracy. It is concluded that in relying on literacy data to develop informed educational policies for schools, communities, and the workplace, the three major approaches to measuring literacy provide information that is necessarily constrained by how literacy is conceptualized and by limitations in the allocation of resources for assessing literacy in languages other than English. Direct measures of literacy are preferable to the other approaches, but attention must be given to their ecological validity. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 868 FL 800 371
Quezada, Shelley
The Role of Libraries in Providing Services to Adults Learning English. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-03
Pub Date—Jul 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, Conferences, *English (Second Language), *Library Role, *Literacy Education, Second Language Learning
Identifiers—ERIC Digests

This digest discusses some of the challenges facing libraries in the area of service to adults learning English as a Second Language. It describes services provided for this population by some libraries, and suggests tools and approaches that other libraries can use. It also outlines actions that participants at the 1991 White House Conference on Libraries and Information Service, as well as others, may follow. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 867 FL 800 366
Castaldi, Teresa
Ethnography and Adult Workplace Literacy Program Design. ERIC Digest.
National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-02
Pub Date—Apr 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, English (Second Language), *Ethnography, *Literacy Education, *Program Design, Research Methodology
Identifiers—ERIC Digests, *Workplace Literacy

Ethnography is a research approach that seeks to understand and represent the points of view of the members of a particular culture. As in other forms of qualitative research, the data collected are rich in their descriptions of people, places, languages, and events. Ethnographic research can be characterized by its multi-instrumental approach, utilizing such tools as participant observation, notetaking, audio- or videotaping, interviewing informants and compiling biographical data on them, collecting genealogies and life histories, taking photographs or making films, administering questionnaires or surveys, and eliciting ratings and rankings. Teachers, administrators, or researchers seeking to design workplace literacy programs can learn about the home, school, and community contexts of their clients by using some of the techniques described above. Research has shown that ethnographic methods have proven to be highly successful for providing insights into adult literacy students' school, work, home, and community experiences. Such information can be invaluable in the design of training and educational programs for nonnative employees. Investigation of the different domains in which the literacy activities of adult English-as-a-Second-Language workers take place can highlight the wide range of activities that involve reading and writing. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 866 FL 800 365
Spanos, George
Cultural Considerations in Adult Literacy Education. ERIC Digest.
National Clearinghouse on Literacy Education,

Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-91-01
Pub Date—Apr 91
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Cultural Awareness, English (Second Language), Instructional Materials, *Literacy Education, *Native Language Instruction, Program Descriptions, Teaching Methods
Identifiers—ERIC Digests, Freire (Paulo)

The main themes of a broad interpretation of literacy are discussed in this digest, and examples of approaches to literacy education in use and resources are cited. The information presented is focused on native language literacy, but the themes, recommendations, and materials are relevant for adults of English as a Second Language. Specific sections highlight: (1) the role of culture in literacy; (2) incorporating culture into adult literacy classrooms (focusing on Freirean, participatory, and learner-centered approaches to literacy education; and (3) exemplary literacy education materials and programs. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 334 806 EC 300 606
Berger, Sandra L.
Developing Programs for Students of High Ability. ERIC Digest #E502.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-91-7
Pub Date—Aug 91
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. E502).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Program Development, Program Effectiveness, *Special Programs
Identifiers—ERIC Digests

This "ERIC Digest" discusses the components of an effective educational program for students who are gifted. The paper defines the term "program" and distinguishes between programs and provisions. Eight major components of an effective program are noted: needs assessment, definition of population, identification procedures, program goals, program organization and format, staff selection and training, curriculum development, and program evaluation. A list of 15 references is appended. (JDD)

ED 334 715 EA 023 362
Swanson, Beverly B.
The National Education Goals: Questions and Answers. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-91-2
Pub Date—May 91
Contract—RI890120
Note—3p.; In: Striving for Excellence: The National Education Goals, p3-4, Oct 1991; see EA 023 354.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Support, *Educational Change, *Educational Improvement, *Educational Objectives, Elementary Secondary Education, Excellence in Education, *School Restructuring
Identifiers—America 2000, ERIC Digests, *National Education Goals 1990

Questions that the general public may have about the six national educational goals formulated by President Bush and the U.S. state governors in 1990 and the administration's plan for educational reform are addressed in this digest. Ten questions and brief answers are presented in the following areas: defining the goals; the attainability, priorities and funding of the goals; national testing; school choice; teacher quality; community role; mathematics and science excellence; and emphasis on citizenship. Achieving the national goals depends upon public recognition of their importance and sustained collaborative effort. (7 references) (LMI)

ED 334 714 EA 023 361
Swanson, Beverly B.
An Overview of the Six National Education Goals. ERIC Digest.
ACCESS ERIC, Rockville, MD.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-AE-91-1
Pub Date—May 91
Contract—RI890120
Note—3p.; In: Striving for Excellence: The National Education Goals, p1-2, Oct 1991; see EA 023 354.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Improvement, *Educational Objectives, Educational Philosophy, *Educational Quality, Elementary Secondary Education, *Excellence in Education, National Norms, Outcomes of Education
Identifiers—America 2000, ERIC Digests, *National Education Goals 1990

Practices for administrators to consider in order to achieve the nation's six educational goals are highlighted in this digest. Goals to be reached by the year 2000 have been established in six areas: (1) readiness to learn; (2) high school completion; (3) student achievement and citizenship; (4) science and mathematics; (5) adult literacy and lifelong learning; and (6) safe, disciplined, and drug-free schools. Practices that require the sustained effort of all sectors of society are listed for each educational goal. (20 references) (LMI)

ED 334 603 CS 212 991
Farr, Roger
Portfolios: Assessment in Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-09
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Integrated Curriculum, *Language Arts, *Portfolios (Background Materials), *Student Evaluation, Teacher Student Relationship
Identifiers—ERIC Digests

To serve the function of assessment, the language arts portfolio should be a record of a student's literacy development-a kind of window on the skills and strategies the student uses in reading and writing. Portfolio collections can form the foundation for teacher-student conferences, a vital component of portfolio assessment. The use of portfolios has gained momentum as curriculum experts have called for assessments that include a variety of work samples and have asked that teachers confer with each student about his/her literacy development. Language arts portfolio assessments should: (1) have value to both teachers and students beyond the assessment information; (2) require students to construct responses rather than recognize correct answers; (3) require students to apply their knowledge; (4) pose problems requiring use of multiple resources; and (5) present students with tasks that have a realistic focus. (RS)

ED 334 595 CS 212 968
Langer, Judith
A New Look at Literature Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-08
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *Critical Thinking, *English Instruction, Literature, *Literature Appreciation, *Reader Text Relationship, Research Utilization, Secondary Education, Theory Practice Relationship
Identifiers—*Aesthetic Reading, ERIC Digests

The teaching of literature is not well understood in American schools, nor has there been any major change in conceptualizing secondary school literature instruction in the past 25 years. In addition, study of how students come to understand literature parallel to the study of the writing process is almost nonexistent. For the past few years, Judith Langer has been developing an underlying theory for the teaching of literature based on her study of the nature of literary understanding. Her studies show that during reading, there are a series of relationships the reader takes toward the text: (1) "being out and stepping into an envisionment"; (2) "being in and moving through an envisionment"; (3) "stepping back and rethinking what one knows"; and (4) "stepping out and objectifying the experience." Readers' understanding of literary texts seems to be constrained by their notions of human (or imaginary) possibility, while their understanding of non-literary texts seems to be constrained by their perceptions of the topic. The notions of stances and orientations toward meaning provide useful guidelines for teachers to use in support of students' processes of "coming to understand." (RS)

ED 334 571 CS 010 704
Stahl, Norman A. And Others
How College Learning Specialists Can Help College Students. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-10
Pub Date—91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Students, Critical Thinking, Freewriting, Higher Education, Reading Comprehension, *Reading Strategies, *Remedial Instruction, Remedial Teachers, *Study Skills, Teaching Assistants, Teaching Methods, *Vocabulary Development
Identifiers—ERIC Digests, Writing to Learn

This digest discusses some of the ways basic skills instructors can help students become real learners. The digest argues that the "learning specialist" (a term preferable to "remedial/developmental" reading specialist) should operate from a philosophical perspective stressing strategic approaches to reading-to-learn as driven by the cognitive sciences and recent research in reading pedagogy rather than from a deficit model drawn form the diagnostic-compensatory movement. The digest discusses: (1) implementing a course simulation model; (2) using undergraduate teaching assistants; (3) using high utility strategies for immediate acceptance; (4) promoting students' planning skills; (5) reconceptualizing vocabulary development; (6) training students to use strategies; and (7) using writing to develop reading comprehension and critical thinking. (RS)

ED 334 470 CE 058 751
Imel, Susan
Older Worker Training: An Overview. ERIC Digest No. 114.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-114
Pub Date—91

Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Aging (Individuals), *Corporate Education, *Older Adults, *On the Job Training, Participation, Recruitment
Identifiers—ERIC Digests, *Older Workers

The changes in the composition of the labor force and the changing personal needs of older people are creating powerful incentives for them to remain in or reenter the work force. For many, this will mean job training or retraining. Training for older workers is provided through both private companies and publicly funded programs such as the Job Training Partnership Act and the Senior Community Service Employment Program. Surveys show that older employees receive a smaller share of on-the-job training and outside courses than do younger workers. Eligibility requirements also restrict the numbers of midlife and older persons who participate in publicly funded programs. Two issues influence the low participation rate: older workers' trainability and the economic payoffs from training. Although employers rate older workers highly in terms of dependability, loyalty, and commitment, they are less positive about their ability to learn new skills. They also question whether the individual will stay on the job long enough to make training pay off. Older adults themselves often accept these negative stereotypes. However, both research and practice show that deterioration of cognitive processes is by no means universal. Some studies have shown that older workers can adjust to new technology, can perform nearly as well as younger counterparts, and stay on the job longer, improving the return on investment in their training. As more older individuals continue to have successful experiences in training and in the work force, these issues and negative stereotypes will dissipate. (SK)

ED 334 469 CE 058 750
Imel, Susan
Collaborative Learning in Adult Education. ERIC Digest No. 113.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-113
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, *Adult Students, *Cooperation, Educational Environment, *Group Dynamics, Participation
Identifiers—*Collaborative Learning, ERIC Digests

In collaborative learning, both facilitators and learners are active participants in the process, a sense of community is created, and knowledge is considered to be located in the community rather than the individual. Its guiding principle is that learning is enhanced when knowledge that is created and transmitted is shaped by the activities and perspectives of the group. In adult learning situations, the instructor becomes the facilitator whose responsibility it is to create a climate to foster collaborative learning. In this environment, learners must be willing to listen to and respect different points of view, exercise responsibility for their own learning, and be committed to the group. The traditional teacher role as authority is reframed as a knowledgeable co-learner. Facilitators are also responsible for preparing learners for collaborative work and planning the process. The traditional student role also shifts to a more active problem solver, contributor, and discussant. Issues involved in collaborative learning are cultural dispositions toward competition and individualism; the traditional class structure; difficulty in providing appropriate feedback; and reluctance of learners and facilitators to relinquish their traditional roles. Collaborative learning can provide an environment for democratic planning, acquisition of individual and group insights, development of better judgment, and use of adults' previous experiences. (SK)

ED 334 468 CE 058 749
Lankard, Bettina A.
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development. ERIC Digest No. 112.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-112
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, Case Studies, *Controversial Issues (Course Content), *Decision Making, *Ethics, *Interprofessional Relationship, Organizational Development, *Values, Work Environment
Identifiers—ERIC Digests

The diverse, multicultural population that constitutes today's work force faces ethical dilemmas on the job that bring pressures to protect their own or their company's interests, at the risk of losing their personal integrity. Employers and vocational and career development personnel are recognizing the need for decision-making and problem-solving skills that will facilitate negotiation and conflict resolution in the workplace. Conflicts arise between two or more personally held values, between personal values and those of another person or the organization, between principles and the need to achieve a desired outcome, and between two or more persons or groups to whom one has an obligation. The resolution of conflicts requires interpersonal and negotiation skills; the application of "employability skills" such as honesty, cooperation, and integrity; and the participation of all stakeholders in a situation. Ethics training should help employees (1) recognize which decisions involve ethics; (2) understand the values of all stakeholders; and (3) weigh the potential impact of various options on those values. As part of a career development curriculum, discussions and analyses of case studies, use of ethics committees and resource people, and training in critical thinking, conflict resolution, communication, group processes, and mediation skills can prepare students for the ethical dilemmas they may face in the workplace. (SK)

ED 334 467 CE 058 748
Kerka, Sandra
Family and Intergenerational Literacy. ERIC Digest No. 111.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-111
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Cultural Context, Elementary Education, *Intergenerational Programs, *Literacy, *Literacy Education, Parent School Relationship, Preschool Education, Program Effectiveness, *Reading Programs
Identifiers—ERIC Digests, *Family Literacy

Family and intergenerational literacy programs are intended to improve the literacy of educationally disadvantaged parents and children, based on the assumption that improving the literacy skills of parents results in better educational experiences for their children. A typology for classifying family literacy programs has two dimensions: type of program intervention (direct or indirect) and type of participation (adults alone, children alone, adults and children together). Four program types are as follows: (1) direct adults-direct children, in which both receive the most intensive literacy instruction; (2) indirect adults-indirect children, characterized by voluntary attendance, short-term commitment, and literacy enrichment events; (3) direct adults-indirect children, in which adults receive literacy instruction as well as coaching on reading with their children; and (4) indirect adults-direct children, which focuses on developing children's reading skills and involving parents in workshops or reading rallies. Although theoretical justification for the concept exists, research evidence of its effectiveness has yet to be systematically collected. Three issues have implications for program design and evaluation: definitions of literacy, the type of literacy that should be taught, and the locus for change. On the one hand is the "deficit" perspective that assumes that low income or language-minority parents have inadequate parental skills, practices, and materials. The other viewpoint is that the family and cultural context has value and should be used to shape instruction. (SK)

ED 334 466 CE 058 602
Kerka, Sandra
Technology Education in Elementary Schools. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Cooperation, Elementary Education, *Elementary School Curriculum, Inservice Teacher Education, Safety, Safety Equipment, *Science and Society, Science Programs, *Technological Literacy, Thinking Skills
Identifiers—*Technology Education

Technology education (TE) is a general education program intended to teach students about technological concepts, processes, materials, and systems as well as the impact of technology in society. Its goal is to develop technologically literate people. Technology education can be taught as a separate course or curriculum, or it can be infused in other subjects. Children are exposed to technology in many forms. TE experiences are motivating and interesting to young children and they provide opportunities for language development. The main goal of elementary TE is technological awareness, reinforcement, and enrichment of concepts (thinking skills). A cooperative implementation effort between elementary and technology teachers is recommended. Ohio, West Virginia, Idaho, Virginia, and the National Aeronautics and Space Administration (NASA) have developed innovative elementary TE programs. TE programs should consider the following: (1) inservice TE teacher training; (2) parent or community provision for equipment and supplies; (3) instruction in the use, care, and safe operation of equipment; and (4) examination of available sources such as NASA Teacher Resource Centers, the Technology Education for Children Council, and textbooks. (12 references) (NLA)

ED 334 465 CE 058 601
Imel, Susan
Adult Classroom Environment: The Role of the Instructor. Practice Application Brief.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, *Adult Learning, Affiliation Need, *Classroom Environment, Instructional Improvement, Success, Task Analysis, *Teacher Attitudes, *Teacher Behavior, Teacher Student Relationship
Identifiers—*Adult Classroom Environment Scale

Research by Darkenwald and by James and Day supports the contention that instructor behavior is a critical factor in shaping the kind of classroom environment desired by adult learners. Darkenwald developed the Actual and Ideal Adult Classroom Environmental Scale (ACES), which measures seven dimensions: involvement, affiliation, teacher support, task orientation, personal goal attainment, organization and clarity, and student influence. Discrepancies between instructor and student responses for the Actual ACES suggest that teachers are unaware of the social environment students actually experience. Research conducted by James and Day identified six categories of instructor behavior that contribute to making an adult learning environment less than optimal: attitude, attitude/behavior, behavior, behavior/task, environment, and task. They used McClusky's theory that margin is the relationship between the demands made upon an individual and resources used to cope with demands. Instructors can create optimal conditions for learning in the adult classroom by being aware of their role in creating the climate, changing

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their behavior or attitude, understanding learner concerns beyond the classroom, and involving adult students in establishing the climate. (NLA)

ED 334 340 UD 028 190
Ascher, Carol
School Programs for African American Males. ERIC CUE Digest No. 72.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-2; ISSN-0889-8049
Pub Date—May 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Culture, Blacks, *Black Students, Educational Innovation, Elementary Secondary Education, *Males, *Program Content, *Role Models, *Student Development
Identifiers—*African Americans, ERIC Digests

New educational programs are attempting to meet the needs of male African American students. The new programs vary widely in approach, scope, content, and targeted age group. However, they all focus on helping African American male youth develop productive behaviors and values by bringing them into contact with African American male adults. The following components are common to most programs: (1) appropriate male models/male bonding; (2) identity/self-esteem; (3) academic values and skills; (4) parent and community strengthening; (5) transition to manhood; and (6) a safe haven. Of all the program components, those programs that have experimented with all-African, all-male classes have been the most controversial. While early evaluations indicate some success, it is too early to determine the long-term effectiveness of these programs and approaches. African American males have been called "an endangered species" and these new programs are an important attempt to help this group function productively. A list of eight references is appended. (FMW)

ED 334 311 UD 028 129
Darling-Hammond, Linda Ascher, Carol
Accountability Mechanisms in Big City School Systems. ERIC/CUE Digest No. 71.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-1; ISSN-0889-8049
Pub Date—Apr 91
Contract—RI88062013
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Evaluation Utilization, *Outcomes of Education, *School Effectiveness, *Systems Approach, *Urban Schools
Identifiers—*Educational Indicators, ERIC Digests

The urgent need to improve big city schools has been a powerful incentive to adopt accountability systems. The following types of accountability systems may exist alongside each other: (1) political; (2) legal; (3) bureaucratic; (4) professional; and (5) market. Bureaucratic accountability is a "top down" system that holds teachers responsible for following standard procedures. Professional accountability is "teacher focused" and emphasizes teacher preparation, certification, selection, and evaluation. Market accountability is based on "customer choice" that makes schools accountable to parents and students. Because each form has its own strengths and weaknesses, an effective system of accountability should combine several to ensure that students are well served. Statistical indicators play a major role in accountability systems. The following criteria should be considered in selecting indicators: (1) problem-oriented; (2) relevant to policy; (3) reflective of educational outcomes; (4) indicative of student backgrounds; and (5) illustrative of school context. The following criteria should be used in interpreting indicators: (1) validity; (2) reliability; and (3) corruptibility. Indicators should go beyond the traditional student standardized test scores to reflect factors that structure the student's experience of school. Properly conceived indicators can be used as powerful political tools and as incentives to change behavior. A list of 11 references is appended. (FMW)

ED 334 310 UD 028 128
Schwartz, Wendy
Teaching Limited English Proficient Students To Understand and Use Mathematics. ERIC/CUE Digest No. 70.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-0; ISSN-0889-8049
Pub Date—Mar 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Elementary School Mathematics, Elementary Secondary Education, *Instructional Improvement, *Limited English Speaking, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Teachers, Program Descriptions, Secondary School Mathematics, *Teacher Attitudes
Identifiers—Active Mathematics Teaching, ERIC Digests

Some of the instructional techniques developed by the mathematics reform movement are effective with Limited English Proficient (LEP) students, whether instruction is provided in the student's native language or in English. The following assumptions lead to good instruction: (1) students are capable of learning advanced mathematics regardless of their fluency in English or the ability of their teacher to speak their native language; (2) computation skills are less important than an understanding of mathematics; (3) number facts can be learned fastest in the context of understanding mathematics; (4) students should be exposed to large amounts of content; and (5) students' everyday lives provide sources of mathematics knowledge. A mathematics curriculum for LEP students should include the following approaches: (1) adjusting the linguistic complexity of learning tasks; (2) teaching "mathematics language"; (3) asking students to devise problems from their own experiences; (4) including course content recommended by the National Council of Teachers of Mathematics (NCTM); (5) presenting mathematics as a social task; and (6) designing assessment methods appropriate to the curriculum. Active Mathematics Teaching (AMT), a form of instruction that conveys large amounts of highly structured information to beginning students, and Cognitively Guided Instruction (CGI), which focuses on student thought processes while solving problems, show great promise for use with LEP students. A list of eight references is appended. (FMW)

ED 334 309 UD 028 127
Grannis, Joseph C.
Meeting the Goals of School Completion. ERIC/-CUE Digest No. 69.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-91-9; ISSN-0889-8049
Pub Date—Feb 91
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—American Indians, Asian Americans, Black Students, *Dropout Prevention, *Dropout Programs, Dropout Research, Federal Programs, *High School Graduates, High Schools, Hispanic Americans, *Racial Differences, *Student School Relationship, White Students
Identifiers—*African Americans, ERIC Digests, *National Education Goals 1990

President Bush's National Education Goals for the year 2000 include increasing the percentage of students graduating from high school, increasing the percentage of dropouts who return later to complete a high school degree or its equivalent, and closing the gap in graduation rates between minority group students and White students. Census figures indicate that the overall dropout rate increased between 1968 and 1989, and that the school completion rates for Hispanic American students and Native American students lag far behind the rates of African American students and White students. Student engagement with school has emerged as the single most important factor in dropout prevention and school completion. The following categories of dropout prevention program characteristics are essential to promoting student engagement: (1) relevance of school; (2) academic success; (3) students' positive experience of the school environment; and (4) school accommodation to outside factors. In addition, a successful dropout prevention program must include clear school completion goals, which must be regularly monitored, and district and school accountability. Long-term improvements in school completion rates will require both school improvement and improvements in larger social problems, such as health care, housing, unemployment, and job discrimination. A list of 13 references is appended. (FMW)

ED 334 194 TM 014 148
Aschbacher, Pamela E.
Writing RFPs for Assessment Programs. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-9
Pub Date—Dec 89
Contract—OERI-R-88-062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Bids, Educational Assessment, Evaluation Methods, Financial Support, *Program Proposals, *Proposal Writing, Public Agencies, *Research Proposals, School Districts, State Agencies, *Technical Writing
Identifiers—ERIC Digests, *Requests for Proposals

A Request for Proposal (RFP) is the formal document used by an agency to solicit services from the outside sources that education agencies often use for the design, administration, or scoring of assessment measures. The guidelines presented are intended to help in writing an RFP. A few fundamental aspects of assessment significantly influence the planning of the RFP process and document: money; time; nature of the project; type of bid; and phases of the project. Because the RFP is part of the eventual contract it should be as clear and precise as possible. Constraints typically hindering the development of "good" RFPs include limitations imposed by agency policies and procedures; limited communication between the agency and bidders; and concern for cost, sometimes at the expense of quality. To deal with these constraints, the RFP writer should specify as carefully as possible what is desired and expected; encourage fair and timely communication with the bidders; and build control of technical quality into the RFP and the project. (SLD)

ED 333 963 PS 019 324
Howes, Carollee
Infant Child Care. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-6
Pub Date—91
Contract—RI88062012
Note—3p.; This digest was adapted from the article "Research in Review: Infant Child Care," by Carollee Howes, which appeared in the September, 1989 issue of "Young Children."
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, *Day Care Centers, Early Childhood Education, *Employed Parents, Family Influence, Individual Development, *Infants,

*Mothers, Preschool Education, *Social Influences
Identifiers—ERIC Digests, *Infant Care

This ERIC Digest briefly reviews studies of maternal employment, child care settings, and links between children's development and family and child care influences. Studies of maternal employment suggest that infants' positive relationships with caregivers may compensate for insecure attachments with mothers. If future research supports this conclusion, the stability and characteristics of the infant child care caregiver will assume great importance. Some research suggests that infants and toddlers cared for by responsive and sensitive caregivers have higher cognitive and language scores and greater social competence than do children who receive care from less responsive and less sensitive caregivers. Several features of the child care environment are linked to caregiver sensitivity and responsiveness. These include formal training in child development, a small number of children to care for, the number of adults in the caregiving environment, short hours, decreased responsibility for housework, and environments designed to be safe and appropriate for children. Research evidence does not suggest that infant child care per se is detrimental to the child's future social and emotional development. Research does raise concerns for the child who experiences insensitive care both at home and in child care. (RH)

ED 333 952 JC 910 347
Williams, Dana Nicole
Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-90-02
Pub Date—Sep 89
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Community Colleges, Content Area Writing, Inservice Teacher Education, Literature Reviews, Program Implementation, *Teacher Participation, Teacher Role, Teacher Workshops, Teaching Methods, Two Year Colleges, *Writing Across the Curriculum, *Writing Instruction
Identifiers—ERIC Digests

Writing Across the Curriculum (WAC) programs advocate the incorporation of writing into all classes and all disciplines as a means of helping students to improve their writing skills and to use writing as a learning tool. While most instructors agree that students write poorly, the greatest obstacle to implementing WAC courses on community college campuses has been convincing faculty in non-English disciplines to incorporate writing assignments into their courses. Most successful WAC programs begin with faculty workshops to convince teachers that students learn more about a subject by writing about it than by taking true-false or multiple-choice tests, and to illustrate that instructors need not increase their paper load by giving writing assignments. At Somerset Community College (Kentucky), a 3-year training project involved all 90 faculty members in a series of 10-weekly 2-hour workshops introducing them to the value of process-oriented writing. Methods for incorporating writing assignments into already crowded syllabi include requiring students to respond to lectures in ungraded journals and having students evaluate each others' written work. A number of community colleges have expanded the WAC approach in a variety of ways. At Orange Coast College (California), the general education curriculum has been structured to pair four separate sections of freshman composition with four different content courses. At Los Medanos College (California), a single instructor teaches two or three courses to the same group of students, ensuring that writing is taught across the curriculum. Successful WAC programs must have not only administrative support, but also must assure faculty ownership of and commitment to the effort. (JMC)

ED 333 951 JC 910 346
Williams, Dana Nicole Colby, Anita Y.
The Community College Role in Achieving Adult Literacy. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-91-01
Pub Date—Mar 91
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, *Agency Cooperation, *College Role, *Community Colleges, Educational Cooperation, Educational Responsibility, Illiteracy, *Literacy Education, Program Descriptions, Program Evaluation, Reading Skills, Role of Education, Two Year Colleges, Volunteers
Identifiers—ERIC Digests

In 1990, President George Bush and the nation's governors adopted new goals for education, including the goal that every adult American would be literate by the year 2000. During the past two decades, community colleges have played a significant role in the promotion of adult literacy. In many ways, the resources and services provided by community colleges very closely fit with the needs of adult literacy training. In the Maricopa Community College District (Arizona), volunteers teach functionally illiterate adults to read and write at no charge, and offer an 18-hour training workshop for individual tutors. Project LIFE at South Plains College (Texas) combines the resources of the major literacy providers in the area to offer literacy training and prevocational workshops to enhance employability. In addition to the direct provision of instruction in reading and writing, community colleges are involved in literacy development through the coordination of delivery activities among different organizations and institutions, the training of literacy tutors and instructors, post-literacy services, services for learning disabled students, workplace literacy efforts, and computer-assisted literacy instruction. The field of adult literacy has been negatively affected by the lack of meaningful program evaluation at state, institutional, and program levels. If community colleges are to continue to play a significant role in combating the nation's literacy problem, they will require additional leadership and funding from state and federal sources, increased recruitment and training of faculty to work with students reading below the fifth grade level, and more flexible methods of delivering instruction. (JMC)

ED 333 943 JC 910 337
Quimbita, Grace
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Pub Date—Jun 91
Contract—EDO-JC-91-02
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Articulation (Education), *College Role, College School Cooperation, Community Colleges, *Females, Intercollegiate Cooperation, *Mathematics Education, *Minority Groups, Program Descriptions, School Holding Power, *Science Education, Student Recruitment, Two Year Colleges, Two Year College Students
Identifiers—*ERIC Digests

Community colleges can play an important role in increasing the number of people in the scientific talent pool and diversifying its ethnic and gender composition. In an effort to recruit more women and minorities into two-year college science, math, and engineering technology programs, community colleges are engaging in a wide range of special activities, such as offering vocational counseling, internships, and scholarships, as well as sponsoring on-campus events for high school students and developing articulation agreements with secondary schools and four-year institutions. A significant proportion of colleges offer programs to encourage women and minorities to enroll in science and math, and to help them succeed. Examples include: (1) Delgado Community College's Math, Science and Technology Summer Youth Enrichment Program for minority junior high school students in Louisiana; (2) Washtenaw Community College's program to upgrade basic skills for women and minority students in Mighican; (3) Connecticut's General Hartford Community College's Pre-Nursing developmental program; (4) American River College's special bridge program, involving linkages with both high schools and universities in California; (5) California's Evergreen Valley College's program which employs an all-Hispanic team of educators and community members to improve the retention and matriculation of Hispanic students; and (6) California's Occidental College's program which brings community college students on-campus into paid science research assistantships. Recruiting women and minorities into science and math careers will require a commitment to recruitment, career guidance, provision of necessary facilities and services, and a smooth transition from two- to four-year college. (PAA)

ED 333 856 HE 024 745
Astone, Barbara Nunez-Wormack, Elsa
Pursuing Diversity: Recruiting College Minority Students. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-7
Pub Date—Jul 91
Contract—RI88062014
Note—3p.; For full report, see HE 024 746.
Available from—ASHE-ERIC Higher Education Reports, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Applicants, *Cultural Differences, Demography, Enrollment, Higher Education, *Institutional Role, Labor Force Development, Labor Supply, *Minority Groups, Organizational Objectives, Social Change, *Student Recruitment
Identifiers—*Diversity (Student), ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses the importance of recruiting minority students for diversity at institutions of higher education. Noted are increasing numbers for these groups along with the current low education levels found among minorities and the potential shortage of qualified workers. The institution's role in recruiting for diversity is identified as two fold: first, to serve as a center for debate about the issues involved and second, to determine ways in which it can incorporate diversity within itself. Universities are encouraged to recognize and appreciate differences among minority groups and stress, as well as recruitment, factors encouraging persistence to graduation including admissions, financial aid, retention strategies, and involvement of many areas and individuals. Ideally an institution wide effort at minority recruitment is seen as a process with the active support of top administrators. (Included are 8 references.) (Author/JB)

ED 333 854 HE 024 743
Paulsen, Michael B.
College Choice: Understanding Student Enrollment Behavior. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-6
Pub Date—May 90
Contract—RI88062014
Note—3p.; For full report, see HE 024 744.
Available from—ASHE-ERIC Higher Education Reports, ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036-1183. ($1.00 each).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Applicants, *College Choice, Declining Enrollment, Economic Climate, Enrollment, *Enrollment Influences, Enrollment Trends, *Higher Education, *Institutional Characteristics, Student Characteristics, *Student Recruitment

Identifiers—ERIC Digests

This digest summarizes in a question and answer format a full length report of the same title. It addresses trends in college student enrollment patterns with an emphasis on behavior underlying student choice of college. Demographic changes and cuts in important sources of student financial aid brought significant enrollment declines to higher education in the 1980s. Colleges responded by engaging in market oriented activities intended to attract students while students became more like academic shoppers, preferring vocational, occupational, or professional courses over courses in the traditional arts and sciences. Understanding these student choice behaviors are important so that institutions can enhance their enrollment planning activities and student marketing and recruitment activities. Researchers in psychology, sociology, and economics have done most studies of enrollment behavior. Enrollment effects of changes in the economy are often complex with different results for different levels of society. Understanding individual enrollment behavior can help enrollment managers tailor and target their college's marketing mix of programs, prices, and places. The college search and application phase is important because it is in this phase that students eliminate most colleges from consideration. Colleges can better manage enrollment in the selection and attendance phase by recruiting students consistent with the characteristics of the college or by adjusting the college characteristics to match the characteristics of the desired students. (Included are 9 references.) (Author/JB)

ED 333 714 FL 019 197

Short, Deborah J. Willetts, Karen

Implementing Middle School Foreign Language Programs. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-02

Pub Date—Jun 91

Contract—RI88060210

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Development, Instructional Materials, Intermediate Grades, Junior High Schools, *Language Teachers, *Middle Schools, *Program Implementation, Scheduling, Second Language Instruction, *Second Language Programs, Staff Development, Teacher Certification, Teacher Recruitment, *Teaching Methods

Identifiers—ERIC Digests

This digest discusses the issues involved in implementing middle school foreign language programs. A number of implementation and instructional issues are highlighted, including: scheduling, staffing, teacher recruitment, teacher certification, staff development, curriculum development, teaching methods, and instructional materials. (VWL)

ED 333 713 FL 019 196

Domke, Darla

Creative Activities for Teaching English as a Foreign Language. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-03

Pub Date—Jun 91

Contract—RI88060210

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Activities, Classroom Techniques, Creativity, Cultural Awareness, *English (Second Language), Foreign Countries, Music, *Second Language Instruction, Second Language Learning, Student Participation, Vocabulary Development

Identifiers—ERIC Digests

This digest presents ideas for teaching English as a Foreign Language (EFL) in foreign countries where textbooks or other traditional instructional materials are limited or unavailable. The activities discussed emphasize student participation, require creativity, and encourage students to enjoy learning English. Four particular activities used by one EFL teacher in Czecho-Slovakia are described in detail. One activity uses music, another aims to teach cultural aspects of the linguistic culture being studied as well as the language, the third structures the EFL program around a specific activity requiring active participation by students, and the fourth focuses on vocabulary. (VWL)

ED 333 623 EC 300 374

Duran, Elva

Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities. ERIC Digest #E501.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-6

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on an article by Elva Duran, "Functional Language Instruction for the Handicapped or Linguistically Different Students," Journal of Reading Improvement, Vol. 25, no. 4 (1988), p.265-268.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Differences, *Disabilities, Elementary Secondary Education, Instructional Effectiveness, Language Acquisition, *Limited English Speaking, *Second Language Instruction, Severe Disabilities, Spanish Speaking, Teaching Methods

Identifiers—ERIC Digests, *Functional Context

This digest explains how functional language instruction can be made useful for persons with moderate to severe disabilities who are also culturally and linguistically different. It further explains how vocabulary and cultural information of the Spanish-speaking student can be included in functional language instruction for students who are from different cultural groups. The digest defines functional language instruction, outlines use of an ecological inventory to determine language needs, offers a classroom example, describes how to choose vocabulary for functional language instruction, and notes the importance of continuing parent-school communication. The digest concludes that children who receive functional and context-embedded language instruction are more likely to have a positive attitude about learning and a heightened self-concept. (Six references) (JDD)

ED 333 622 EC 300 373

Cummins, Jim

Empowering Culturally and Linguistically Diverse Students with Learning Problems. ERIC Digest #E500.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-5

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "A Theoretical Framework for Bilingual Special Education" by Jim Cummins (Exceptional Children, October 1989, Vol. 56, No. 2, pp. 111-119. EJ 399 079).

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Cultural Awareness, Elementary Secondary Education, *Learning Problems, Limited English Speaking, Minority Group Children, Teaching Methods

Identifiers—*Empowerment, ERIC Digests, *Language Minorities

This digest describes ways in which professionals who work with culturally and linguistically diverse students with disabilities can create an educational climate that accepts and respects the language and culture of its students and empowers them to feel confident enough to risk getting involved in the learning process. Methods of creating such an educational climate include: (1) incorporating minority students' language and culture into the school program; (2) encouraging minority community participation as an integral component of children's education; (3) allowing students to become active generators of their own knowledge; and (4) using an advocacy orientation in the assessment process. (11 references) (JDD)

ED 333 621 EC 300 372

Ruiz, Nadine T.

Effective Instruction for Language Minority Children with Mild Disabilities. ERIC Digest #E499.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-4

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "An Optimal Learning Environment for Rosemary," by Nadeen T. Ruiz, which appeared in "Exceptional Children," Vol. 56, No. 2 (October 1989).

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA ($1.00 each, minimum order $5.00 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *Educational Principles, Elementary Secondary Education, *Language Handicaps, Limited English Speaking, *Mild Disabilities, Minority Group Children, Models, *Spanish Speaking, Teaching Methods

Identifiers—ERIC Digests

This digest describes a model curriculum for children from language minority groups, called the "Optimal Learning Environment Curriculum-A Resource for Teachers of Spanish Speaking Children in Learning Handicapped Programs." This bilingual special education class model is governed by the following principles: (1) take into account the student's sociocultural background and its effect on oral language, reading and writing, and second language learning; (2) take into account the student's learning handicaps and how they may affect oral language, reading, writing, and second language learning; (3) follow developmental processes in literacy acquisition; (4) locate curriculum in a meaningful context where the communicative purpose is clear and authentic; (5) connect curriculum with the students' personal experiences; (6) incorporate children's literature into reading, writing, and English-as-a-Second Language lessons; and (7) involve parents as active partners in the instruction of their children. (17 references) (JDD)

ED 333 620 EC 300 371

Gollnick, Donna M. Chinn, Philip C.

Multicultural Education for Exceptional Children. ERIC Digest #E498.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-3

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "Multicultural Education in a Pluralistic Society," Third Edition, by Donna M. Gollnick and Philip C. Chinn.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Cultural Awareness, Cultural Differences, *Disabilities, Elementary Secondary Education, *Instructional Materials, *Minority Group Children, *Multicultural Education, *Social Bias, Student Characteristics, Teacher Role, Textbooks

Identifiers—ERIC Digests

This digest examines the demographic composition of the U.S. school-age population, and derives an estimate of 1.4 million children with disabilities who are minority group members. The digest notes the purposes of multicultural education for all students and stresses the teacher's role in recognizing forms of bias in textbooks and other instructional materials. Forms of bias include invisibility, stereotyping, selectivity and imbalance, unreality, fragmentation and isolation, and language usage. The digest also discusses the importance of making the curriculum multicultural, recognizing subtle and unintentional biases in teaching behavior, organizing learning environments conducive to individual students' cognitive styles, and creating a positive school climate. (Nine references) (JDD)

ED 333 619 EC 300 370

Communicating with Culturally Diverse Parents of Exceptional Children. ERIC Digest #E497.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-2

Pub Date—May 91

Contract—RI88062007

Note—3p.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cultural Awareness, *Cultural Differences, *Disabilities, Elementary Secondary Education, Interpersonal Communication, Language Handicaps, Limited English Speaking, Parent Participation, Parent Teacher Cooperation, Teacher Role

Identifiers—ERIC Digests

Teachers and other professionals providing education-related services to exceptional children from different cultural backgrounds need to be aware of unique perspectives or communication styles common to those cultures, and need to be sensitive to the different values, experiences, and beliefs about special education that may be held by members of various cultural and ethnic groups. Educators are encouraged to: (1) use language parents can understand; (2) use sensitivity in sharing space, touching, eye contact, and time ordering of interactions; (3) provide parents with information; (4) support parents as they learn how to participate in the system; and (5) encourage parental participation with their school-aged children. (Nine references) (JDD)

ED 333 618 EC 300 369

Baca, Leonard M. Cervantes, Hermes T.

Bilingual Special Education. ERIC Digest #E496.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-91-1

Pub Date—May 91

Contract—RI88062007

Note—3p.; Based on "The Bilingual Special Education Interface," Second Edition, by Leonard M. Baca and Hermes T. Cervantes.

Available from—Council for Exceptional Children, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bilingual Education, Curriculum Development, *Disabilities, Elementary Secondary Education, English (Second Language), Individualized Education Programs, Instructional Materials, *Limited English Speaking, Media Adaptation, Special Education, Student Placement, Teaching Methods

Identifiers—ERIC Digests

This digest estimates that 948,000 U.S. children may both be linguistically different and have disabilities. The nature of instruction and educational placement of these students should be based on the degree of disability, level of language proficiency in both English and the primary language, and intellectual capacity. Placement decisions should consider such factors as level of adaptive behavior, social maturity, ambulation or mobility, amount and type of language input received in the home environment, and success in past and present placements. Operationalizing bilingual special education requires the creation of an instructional social system that involves active teaching of cognitive skills and includes the development of language skills while focusing on the acquisition of English. The digest lists nine basic elements of an individualized education program for exceptional bilingual students, nine steps in developing a comprehensive curriculum, 10 considerations in selecting materials for bilingual exceptional children, and 11 guidelines for adapting instructional materials. (Nine references) (JDD)

ED 332 930 SO 021 411

Patrick, John J.

Student Achievement in Core Subjects of the School Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-91-2

Pub Date—Apr 91

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Core Curriculum, *Educational Assessment, Educational Change, Elementary Secondary Education, Futures (of Society), Knowledge Level, *Low Achievement, Standards, Student Educational Objectives, *Student Evaluation

Identifiers—ERIC Digests, National Education Goals 1990

In February 1990, the President of the United States and the 50 state governors proclaimed a set of six national goals to prompt profound improvements in schools and student achievement by the year 2000. These six goals reflect widely held concerns that most people have not been receiving the kind of education they need to meet the challenges of twenty-first century life. This digest addresses one of the six national goals: "By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." (Author/DB)

ED 332 929 SO 021 409

Patrick, John J.

Teaching the Responsibilities of Citizenship. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-91-3

Pub Date—Apr 91

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, *Citizenship Responsibility, Civics, Civil Liberties, Civil Rights, Democratic Values, Elementary Secondary Education, Parent Participation, Public Affairs Education, Student Educational Objectives, *Teaching Methods, *Values Education

Identifiers—ERIC Digests

Education for citizenship in a constitutional democracy has been a long-standing goal of schools in the United States. To achieve this goal, students must learn their civil rights and responsibilities in a free society. This ERIC Digest discusses: (1) the importance of teaching about the responsibilities of citizenship; (2) deficiencies in learning about responsible citizenship; (3) how to improve learning about responsible citizenship at home; (4) how to improve learning about responsible citizenship at school; and (5) where to obtain information and materials about how to teach responsible citizenship. (Author)

ED 332 562 HE 024 102

Layzell, Daniel T. Lyddon, Jan W.

Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-4

Pub Date—Dec 90

Contract—RI88062014

Note—3p.; For the full report, see ED 327 130.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Budgeting, Educational Economics, *Educational Finance, Financial Support, *Government School Relationship, Higher Education, Legislators, Politics of Education, Resource Allocation, *State Aid, State Colleges, State Universities

Identifiers—ERIC Digests

This digest of a full-length report provides a review of state level budgeting for higher education in terms of the underlying interplay of human and external forces coupled with factors that are present in the budgeting process itself. The environmental context includes historical, political, economic, and demographic factors. These factors explain, at least in part, the wide variance in funding for higher education among the states. Historical traditions, the state's economic climate, and the centralization of the power of higher education within the state's political structure, as well as the aging of the population and the growth of the minority sector all influence the budgeting process. Among the primary elements of the budgeting process (governor, legislature, staffs, educational community), staffs have become increasingly important. Timing is also critical when budgets are placed in competition with numerous other issues of importance to the state. Major policy concerns in higher education in recent years include: (1) accountability, (2) costs, (3) productivity, (4) quality, (5) affordability, (6) economic development, (7) access for minority and nontraditional students, and (8) equity for independent higher education. The implications of these concerns in the state budgeting process are discussed. Includes two references. (GLR)

ED 332 255 CS 507 465

Gottlieb, Stephen S.

Educating the Consumer about Advertising: Some Issues. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-91-07

Pub Date—91

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advertising, *Consumer Education, Consumer Protection, Elementary Secondary Education, *Persuasive Discourse

Identifiers—Advertisements, *Advertising Effectiveness, Channel One, ERIC Digests

Providing a basic overview of issues related to advertising and the consumer, this digest discusses the omnipresence of advertisements, suggesting ways for consumers to recognize advertising appeals. Deceptive advertising is discussed, with particular attention paid to financial advertising. (RS)

ED 331 827 SP 033 106

Harnett, Anne Marie

Locating Practice-Oriented Materials in ERIC. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SP-89-6

Pub Date—Jun 91

Contract—RI88062015

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliographic Databases, Class Activities, Elementary Secondary Education, Higher Education, Instructional Materials, *Menu Driven Software, *Optical Data Disks, *Search Strategies

Identifiers—*ERIC, ERIC Digests

The Educational Resources Information Center (ERIC) database is now available to many libraries and curriculum centers on compact disc (CD-ROM version), making it easier for teachers to search for and locate materials for day-to-day classroom activities. This digest asks and answers six questions on the kinds of practice-oriented materials in the database and search strategies that will locate them. The six questions are as follows: (1) What types of practice-oriented materials are in ERIC? (2) How does one find such materials? (3) How does one set up a search strategy? (4) What does "Target Audience" indicate in an ERIC resume? (5) How does a searcher use the Target Audience field to find materials? and (6) Are there practice-oriented materials not identified with practitioner labels in the Target Audience field? A list of resources is also included. (LL)

ED 331 528 IR 053 676

White, Charles S.

Information Technology and the Informed Citizen: New Challenges for Government and Libraries. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.; ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-2; EDO-SO-91-4

Pub Date—May 91

Contract—RI88062008; RI88062009

Note—4p.; This digest was produced jointly by the ERIC Clearinghouse on Information Resources and the ERIC Clearinghouse for Social Studies/-Social Science Education.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Information, Depository Libraries, Information Dissemination, Information Networks, Information Technology, *Library Role, Library Services, *Technological Advancement, Telecommunications, *User Needs (Information)

Identifiers—ERIC Digests

Arguing that the foundation of a free civilization is an informed citizenry, this ERIC digest discusses the new challenges faced by the government and libraries in the wake of the Information Age. As electronic technology has accelerated the production and transmission of information, it has become more difficult for the average citizen to access, locate, and interpret information. As a result, the role of libraries as gateways to information, most notably government depository libraries, has become even more essential. The growing availability of electronically based public information carries both benefits–i.e., more information can be tapped more rapidly–and costs. Some of these costs and issues are: the need for the formation of government information dissemination policies; the effects of the privatization of information sources; the lack of usability of government information by the user; and equity of access. Providing a gateway to networks of electronic information is only one of the challenges facing libraries: libraries must also act as guides and educators. It is concluded that libraries must interact effectively with the government, educational institutions, and the commercial sector to successfully meet the information needs of citizens in a 21st-century democracy. (9 references) (MAB)

ED 331 512 IR 053 563

Feldman, Sari

The Library and the Latchkey. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-90-8

Pub Date—Dec 90

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts with self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Child Welfare, Elementary Secondary Education, *Latchkey Children, Librarian Attitudes, Library Planning, *Library Role, Policy Formation, *Public Libraries, User Needs (Information)

Identifiers—ERIC Digests

It has been observed that one historical role of the public library is serving the nation's youth. Current economic and social conditions have created the phenomenon of the "latchkey child"–the school-aged child who has no parent or guardian at home after school hours and has no alternative care arrangement. In light of this, this digest examines the public library's responsibility toward latchkey children, surveys library reactions to unattended children in the libraries, and discusses the importance of library policies that will address this problem. It is noted that while some libraries observe the increasing number of unattended children as an opportunity to improve youth services, others find themselves facing philosophic, economic, and legal dilemmas associated with these latchkey children. It is argued that, as each library comes to understand its role in its unique community there will be a clear focus on where it stands relevant to social dilemmas, and that library professionals must be part of a network of policymakers investigating solutions to problems such as latchkey children. In the meantime, the question of whether libraries should provide service to these children beyond standard user services will continue to be debated. (12 references) (MAB)

ED 331 489 IR 014 990

Morse, Ronald H.

Computer Uses in Secondary Science Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-91-1

Pub Date—Apr 91

Contract—RI88062008

Note—4p.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free with stamped, self-addressed envelope while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Computer Literacy, *Computer Uses in Education, Databases, Educational Strategies, Interactive Video, Locus of Control, Microcomputers, *Science Education, Secondary Education, *Secondary School Curriculum, Word Processing

Identifiers—ERIC Digests, Microcomputer Based Laboratories

The importance of using computers in a science education class is not limited to computer-assisted instruction (CAI). Computers may also be used as an educational strategy to improve overall learning and computer literacy in students. Research has shown an improvement in academic achievement in students using computers, as well as an increase in scientific reasoning skills and scientific knowledge. Many science teachers are currently using computers to produce tests and worksheets; record, calculate, and post student grades; develop tests and worksheets; and produce supplementary items such as crossword puzzles, posters, and diagrams to support instructional activities. A small number of teachers also use computers as a component in selected laboratory activities, and students are being increasingly introduced to computer database searching. On the cutting edge of classroom computer applications, interactive video disks (on biology, earth science, physics, and chemistry) are making their way into many science classrooms. The major factor inhibiting computer use is insufficient computer hardware and software due to budgetary constraints. Ideally, students would have access to individual microcomputer workstations complete with touch-screen interactive video and high quality computer managed instruction that would allow them to proceed at their own pace. In this situation, the role of the science teacher would be dramatically different, yet just as valuable and rewarding as it is now. Science education in the future will incorporate computer use–including word processing, many forms of computer assisted instruction (CAI), laboratory instrumentation, interactive video courseware, and scientific database searching–and the educational process will be better because of it. (8 references) (DB)

ED 331 338 HE 024 384

Lee, John B. Merisotis, Jamie P.

Proprietary Schools: Programs, Policies and Prospects. ERIC Digest.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education and Human Development.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-90-5

Pub Date—Mar 90

Contract—RI88062014

Note—3p.; For a related document, see HE 024 383.

Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Dept. RC, Washington, DC 20036-1183 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), Certification, Educational Quality, Enrollment, Higher Education, *Intellectual Disciplines, *Outcomes of Education, *Policy, *Proprietary Schools, State Aid, State Standards, Student Characteristics

Identifiers—ERIC Digests

This digest summarizes the ERIC report concerning proprietary school education. Many proprietary schools offer no degrees and many of their courses are less than one year. They are profit oriented and market driven with decision making centralized in the ownership. The curricula are job-skills oriented and comprise programs in office, technology (auto mechanics and computers), and personal service. About 60% of proprietary school students receive a certificate or degree, compared to about 40% from a community college. Proprietary school graduates' earnings are similar to those of community college vocational program graduates, however, they are likely to report more periods of unemployment. Enforcement of state licensing and accreditation policies to ensure educational quality, protect the state's financial interests in proprietary schools, and constrain unfair business practices are recommended. Four references. (GLR)

ED 331 152 EA 022 898

Lumsden, Linda S.

The Role of Schools in Sexual Abuse Prevention and Intervention. ERIC Digest Series Number 61.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-3

Pub Date—May 91

Contract—RI88062004

Note—3p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, *Child Health, Child Neglect, Early Intervention, Elementary Secondary Education, Family Environment, *Family School Relationship, Incest, *Prevention, *School Role, *Sexual Abuse, Social Services, Teacher Role

Identifiers—ERIC Digests

The role of the school in the prevention of and intervention in child sexual abuse is examined in this digest. Information is provided on factors that affect recognition and reporting by school personnel; potential indicators of child sexual abuse, both behavioral and physical; issues related to allegations involving school employees; the effectiveness of prevention programs; and ways of collaborating with social service agencies. A conclusion is that the school is part of a prevention plan at only one level; the ultimate challenge lies in confronting the social attitudes and conditions that foster or tolerate child sexual abuse. (14 references) (LMI)

ED 331 030 CS 010 548

Fisher, Bobbi

Reading and Writing in a Kindergarten Classroom. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-91-06
Pub Date—Jun 91
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, *Classroom Environment, *Kindergarten, Primary Education, Reading Instruction, Reading Writing Relationship, *Teacher Behavior, *Whole Language Approach, Writing Instruction
Identifiers—*Beginning Writing, *Emergent Literacy, ERIC Digests

Emergent and beginning readers demonstrate many predictable behaviors in the kindergarten classroom, yet every child is making sense out of print in his or her own way. The job of the kindergarten teacher is to help each child to continue developing as a reader and writer. Reading and writing materials are accessible and usable throughout a print-rich classroom environment. Children's growth and development in reading and writing can be supported by using a natural learning classroom model (consisting of Demonstration, Participation, Practice/Role Play, and Performance) for organizing the day and planning for groups and individual children. The goal for kindergarten teachers in such classrooms is for their students to become independent readers and writers for a variety of purposes. Such teachers want their children to become self-motivated, self-directed, self-regulated learners within a community of learners. (RS)

ED 330 691 SP 033 019
Gehrke, Nathalie
Developing Teachers' Leadership Skills. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-5
Pub Date—Apr 91
Contract—RI88062015
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teacher Induction, Elementary School Teachers, Elementary Secondary Education, *Instructional Leadership, Leaders, *Leadership Training, School Based Management, Secondary School Teachers, *Skill Development, *Teacher Improvement
Identifiers—ERIC Digests, Professional Development Schools

Teacher leaders often teach full- or part-time while assuming leadership responsibilities. Also, they have often learned new roles just by doing the tasks demanded by those roles. A more systematic approach to helping teachers develop the requisite skills for assuming leadership roles (e.g. department chairs, team and grade leaders, and curriculum committee chairs) is discussed. Emerging opportunities for leadership include three programs: beginning teacher assistance programs, school-centered decision making (site-based management), and professional development schools. Six leadership roles have been identified, which might serve as organizers for the descriptive reports on the formal programs to develop leadership skills: (1) continuing to teach and improve one's own teaching; (2) organizing and leading peer reviews of school practice; (3) providing curriculum development knowledge; (4) participating in school-level decision making; (5) leading in-service education and assisting other teachers; and (6) participating in the performance evaluation of teachers. The digest recommends a more concerted effort to develop programs to replace learning on the job as well as to evaluate teacher leader programs. (SM)

ED 330 677 SP 032 992
Strom, Sharon
The Knowledge Base for Teaching. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-88-8
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Curriculum Development, Definitions, *Educational Quality, Excellence in Education, Higher Education, *Preservice Teacher Education, Professional Associations, *Professional Recognition, *Standards, Teacher Education Programs, Teacher Improvement
Identifiers—American Association of Colleges for Teacher Educ, Association of Teacher Educators, *Conceptual Frameworks, ERIC Digests, *Knowledge Base for Teaching

This digest examines the knowledge base for teaching, noting that many critical decisions about educational structure, policy, and assessment rely on it. The professionalization of teaching depends on showing that teaching requires mastery of a specialized body of knowledge that is applied ethically. Serious deliberation is needed in the professional community about types of knowledge required, conceptual frameworks for organizing and using knowledge, and modes of inquiry used in creating and validating knowledge claims. Several knowledge base frameworks have emerged recently, including two sponsored by national associations for teacher education. These frameworks have resulted in discussions about defining the knowledge base. Implications for teaching and teacher education include adding impetus to calls for change in educational curriculum and structure (thus changing preservice and beginning teacher programs). Five criteria for evaluating the extent to which conflicting conceptions of the knowledge base actually inform practice are: (1) relation of different types of knowledge to disciplined inquiry; (2) inclusion of multiple perspectives on teaching and schooling; (3) explanation of the interdependence of technical and normative aspects of teaching; (4) usefulness of the framework; and (5) degree to which it encourages reflective judgment and action. (SM)

ED 330 676 SP 032 991
Sullivan, Pat
Exercise Adherence. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-89-3
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, *Behavior Change, Change Strategies, Elementary Secondary Education, *Exercise, Habit Formation, *Health Activities, Health Promotion, Higher Education, Models, Motivation, *Persistence, *Physical Fitness, *Self Control
Identifiers—ERIC Digests

This digest discusses exercise adherence, noting its vital role in maximizing the benefits associated with physical activity. Information is presented on the following: (1) factors that influence adherence to self-monitored programs of regular exercise (childhood eating habits, and psychological, physical, social, and situational factors); (2) theoretical models of exercise adherence (psychobiologic screening model, locus of control, and adherence as a process); and (3) strategies for behavior change (self-control strategies, relapse prevention, and motivational strategies). Applying this knowledge to individual situations can assist in developing and maintaining the habits associated with a healthy lifestyle. (SM)

ED 330 675 SP 032 990
Summerfield, Liane M.
Drug and Alcohol Prevention Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-91-1
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Education, Community Involvement, Curriculum Development, *Drug Abuse, *Drug Education, Elementary Secondary Education, Health Education, Health Promotion, Inservice Teacher Education, Student Attitudes, *Substance Abuse, Teacher Role, Tobacco
Identifiers—*America 2000, ERIC Digests, *National Education Goals 1990

This digest discusses the issue of safe, disciplined, drug-free schools, one of the six national goals for American education established as a result of the February 1990 education summit. The importance of including substance use in comprehensive school health education (as well as other content areas of the curriculum) is stressed, noting that school systems, administrators, parents, and the community must establish policies and strategies for achieving objectives at the local level. Program philosophy must evolve from the community in order to lessen community resistance to sensitive issues and to increase curriculum relevance. Very little evaluation has been done on drug education programs, but the information available indicates that instruction must begin early in life, be part of a comprehensive health curriculum, ensure community involvement, and include teacher training. Implementation of drug education programs involves three steps: needs assessment; curriculum development; and program evaluation. Inservice teacher education is crucial to successful drug and alcohol education. (SM)

ED 330 674 SP 032 989
Stein, Sheryl E.
Prekindergarten Teacher Licensure. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-90-6
Pub Date—91
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Day Care Centers, Degrees (Academic), Early Childhood Education, Educational Certificates, Higher Education, *Preschool Education, *Preservice Teacher Education, *Teacher Certification, Teacher Qualifications, Teacher Salaries
Identifiers—ERIC Digests

This digest examines prekindergarten teacher licensure, which enables states to ensure a level of specialized knowledge and experience among early childhood professionals. A recent movement toward specialization has led to more states offering early childhood education licenses (which is beneficial since the best predictor of appropriate teacher behavior is the amount of formal education and training). As acknowledgement of the educational aspects of preschool education increases, state education agencies are receiving regulatory power over public preschool programs. This often conflicts with state social service agencies' regulation of custodial day care programs. High quality programs must encompass both education and social services. Different states offer various configurations of preschool credentials (e.g., early childhood education licenses distinct from elementary licenses, and title-specific licensure denoting the license range). Distinctions are made among early childhood professionals regarding credentials and compensation, with the public sector paying teachers better than the private sector and salaries higher in early education than in child care. (SM)

ED 330 496 PS 019 596
Eisenberg, Leon
What's Happening to American Families? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-5
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Day Care, Educational Quality, Family Income, *Family Problems, *Family Programs, Family Relationship, Inter-

vention, •Leaves of Absence, Mothers, •Parent Education, Public Policy
Identifiers—•Child and Family Protective Services, ERIC Digests

Can the contemporary family's problems be solved in ways that seemed effective in the past? The extent to which the family has changed argues in the negative. The American family has been stripped of two of its traditional social functions: serving as a unit for economic production and as a school for the vocational training of children. The first function has been usurped by commercial firms, the second by the state. The family is no longer an interdependent economic unit to which all members contribute. Women's roles in the family have been transformed, and the salience of the family has been markedly reduced. In the modal American family of the 1980s and 1990s, both parents work outside the home. Consequently, children have less time than before to spend with parents. Many children grow up in economic poverty: 21 percent of U.S. children are poor. Among parents under 30 years of age, the figure is 35 percent. Even grimmer, 75 percent of the children of young single-parent families live in poverty. Four policy initiatives are needed to provide family support in these conditions: (1) measures to protect young mothers and their children against poverty; (2) paid parental leave after childbirth; (3) assured access to high quality infant and child day care; and (4) education in parenthood. While implementation of these policies is no panacea, it will cushion children against poverty. (RH)

ED 330 495 PS 019 595
Katz, Lilian G.
Readiness: Children and Schools. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-4
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, •Educational Improvement, Educational Needs, •Educational Objectives, Parent Role, •School Readiness, •Student Improvement, •Young Children
Identifiers—ERIC Digests, •National Education Goals 1990

At their summit meeting in February, 1990, the President of the United States and the National Governors' Association established the national education goal that "all children will start school ready to learn" by the year 2000. The process of reaching this goal will require a twofold strategy. First, families will need help in their efforts to prepare their children for success at school. Second, schools will need help in responding effectively to the wide range of developmental levels, backgrounds, experiences, and needs which children present. Families who are preparing students for school will need to take into consideration children's social and intellect readiness. School can be ready for children by using an appropriate curriculum, appropriate staffing, and, in the absence of reliable readiness tests, flexible programming that takes into account individual differences among students at the time of school entry. Such programming can include mixed-age grouping and cooperative learning. (RH)

ED 330 373 IR 053 582
Schamber, Linda
The Role of Libraries in Literacy Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-9
Pub Date—Dec 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Educational Needs, Federal Legislation, •Illiteracy, •Library Role, •Library Services, •Literacy Education, National Organizations, National Programs, Research Needs, State Libraries
Identifiers—ERIC Digests

Noting that one of the three major themes for the 1991 White House Conference on Library and Information Services is the role of the library in literacy education, this digest begins by describing how national awareness of the problem has led to legislation, both at the state and federal level, to fund new literacy programs and expand existing ones. Two examples of federal legislation are briefly described: the National Literacy Act (U.S. Senate) and Literacy for All Americans (U.S. House of Representatives). A compromise bill was developed by a joint committee in 1990, but was not voted into law. Also in 1990, the Library Services and Construction Act (LSCA) was reauthorized, with suggestions for increased appropriations. Two new literacy organizations that focus on the needs of special groups are also noted: the Barbara Bush Foundation for Family Literacy, and the National Center for Family Literacy. The results of a national forum on literacy for state libraries held in May 1990 are briefly summarized, and four priorities recommended by this forum for consideration at the White House Conference are given. It is also noted that research is needed to provide current data on the extent of illiteracy and comparable data on the effectiveness of different literacy programs, as well as to reach agreement on the fundamental meaning of the term literacy. The digest concludes with an overview of the types of support for literacy education efforts provided by libraries, including the provision of teaching resources, literacy classes, and targeting groups at risk for literacy-related problems. (5 references/4 additional readings) (MAB)

ED 330 372 IR 053 575
Schamber, Linda
ERIC on CD-ROM: Update 1990. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-10
Pub Date—Dec 90
Contract—RI88062008
Note—4p.; Updated by Nancy R. Preston. For the 1988 update, see ED 300 031.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographic Databases, •Computer Software, Microcomputers, Online Searching, •Online Systems, •Online Vendors, •Optical Data Disks, •Reference Services
Identifiers—•ERIC, ERIC Digests

This digest discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features of three CD-ROM versions of the ERIC database–Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Recent developments and future directions for these CD-ROM systems are also presented. Addresses and telephone numbers for the vendors are provided. (MAB)

ED 330 064 EA 022 780
Peterson, David
Evaluating Principals. ERIC Digest Series Number 60.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-91-2
Pub Date—91
Contract—RI88062004
Note—3p.
Available from—ERIC CLearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— Collected Works - Serials (022) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, •Administrator Evaluation, Educational Administration, Elementary Secondary Education, Evaluation Criteria, Job Performance, Personnel Evaluation, •Principals
Identifiers—ERIC Digests

Although principals are essential to their schools' effectiveness, they often receive only perfunctory evaluation. Themes from current literature on principal evaluation are highlighted in this digest; they include the reasons for principal evaluation, initial steps in designing evaluation systems, methods and sources of evaluation, and models of principal evaluation implemented in two school systems (North Carolina and Oregon). Common problems are also discussed; these include confusion about the purpose, formation, and application of evaluation criteria. (11 references) (LMI)

ED 329 960 CS 212 708
Suhor, Charles
Semiotics and the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-04
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Elementary Secondary Education, •English Curriculum, Interdisciplinary Approach, •Language Arts, Language Role, Reading Comprehension, Reading Instruction, •Semiotics
Identifiers—Emergent Literacy, ERIC Digests

The controversial field of semiotics has been criticized for its "unwillingness to respect boundaries" and its "conviction that everything is a sign." The central concerns of this wide-ranging field, however, can be defined, and its implications for teaching can be outlined. Semiotics is the study of signs (symbols, icons, and indexes) which can be organized into systems of objects and behaviors. There are three basic areas of semiotics–semantics, pragmatics, and syntactics. In oral language, reading, and literature, pragmatics has had a growing influence. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects–and even subjects not yet formulated–are by their nature ways of organizing signs. The very range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: oral language, the written word, the arts, interdisciplinary study, and articulate exchange of ideas and feelings among students. Fifteen sources for further reading are provided. (RS)

ED 329 810 CE 057 826
Kerka, Sandra
Balancing Work and Family Life. ERIC Digest No. 110.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-110
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Career Development, •Career Education, •Career Planning, Coping, •Course Content, Daily Living Skills, •Decision Making, Displaced Homemakers, Employed Women, Family Life, •Family Life Education, Family Role, Higher Education, •Home Economics, Home Management, Life Style, Problem Solving, Quality of Life, Secondary Education, Sex Role, Sex Stereotypes, Stress Management
Identifiers—ERIC Digests, •Family Work Relationship

Career and vocational educators must prepare people with the attitudes and skills needed for successful integration of work and family life. Ideally, life and career planning should be taught as a unit beginning in the middle school. A life/career planning course should incorporate such topics as interdependence of individual, family, and career systems; developmental stages of the individual, family, and career; values, realistic expectations, and priorities; career and life-style choices; coping with multiple roles; sex roles and stereotypes; parenthood/family life education; child care and elder care options; managing time, money, stress, and change; using resources and developing support systems; dual career and single parent/displaced homemaker issues; and cultural differences in family-work attitudes. An example of junior/senior high programs is Home and Career Skills, New York State's required seventh- and eighth-grade course. Programs for adults are being offered both at the college level and in technical institute and community college classrooms and workplace seminars. Benefits of successfully combining work and family roles are improved quality of life; greater individual contributions to the well-being of society; increased productivity; a wider pool of competent employees; better employee morale; more aware and informed citizens; and a more holistic upbringing for children. (11 references) (YLB)

ED 329 809 CE 057 825
Lankard, Bettina A.
Worksite Training. ERIC Digest No. 109.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-109
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Continuing Education, *Corporate Education, Education Work Relationship, *Industrial Training, *Inplant Programs, *Lifelong Learning, Nonschool Educational Programs, *On the Job Training, Retraining, Skill Obsolescence, Staff Development
Identifiers—ERIC Digests

Economic, social, and technological changes highlight the value of human resources and employee training. Acquiring the knowledge and skills demanded of today's workers represents a lifelong learning experience that must be nurtured through work-related learning activities and workplace training. For the employer, training supports organizational culture and goals while encouraging efficiency, innovation, and quality in worker performance and productivity. For employees, the benefits are economic and educational. Companies are recognizing that on-the-job training is a major factor in economic growth and productivity. However, a handful of employers make most business training expenditures, employers do not provide training equally across their organizations, and small companies offer less training. Many employers seek outside providers for training and have tried partnerships with vendors and consultants; colleges and universities; secondary and vocational-technical schools; proprietary schools; trade and professional associations, unions, community-based organizations; other businesses; and government agencies. To improve worksite training, (1) employers must identify new knowledge and skill requirements; (2) learning in the workplace should have a lifelong focus; (3) partnerships among all stakeholders in the training enterprise are critical; (4) training strategy should be integrated into corporate strategy; and (5) cost effectiveness should be judged by how well trainees learn what they were supposed to learn. (8 references) (YLB)

ED 329 808 CE 057 824
Lankard, Bettina A.
Tech Prep. ERIC Digest No. 108.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-108
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *Coordination, Curriculum Development, *Institutional Cooperation, Postsecondary Education, Secondary Education, Technical Education, *Technological Advancement, *Technology, *Vocational Education
Identifiers—ERIC Digests, *Tech Prep

Tech prep is an articulation partnership between secondary vocational-technical schools and postsecondary institutions. It can be described as an "advanced skills" articulation model because it enables students to use the time saved through coordinated course work to acquire the more advanced occupational knowledge and skill required by changing technologies. Tech prep is becoming highly visible in vocational-technical education for a variety of reasons: the change to a service economy, new technology, and changing work force demographics. Articulation through tech prep offers a more efficient use of tax dollars for education and training, eliminates unnecessary duplication of program content, and includes, as critical to education, the technological content knowledge and skill training required by today's employers. Factors have been identified that influence the success of tech-prep articulation efforts. The factors affecting students are counseling, orientation, mentorship, and automatic admission to postsecondary institutions. Faculty leadership is also critical to tech-prep articulation. Some strategies for strengthening tech prep include establishing lines of communication, identifying programs to be coordinated, rewriting curricular competencies, developing a model, designing an evaluation model, providing technical assistance, and conducting a public relations effort. (7 references) (YLB)

ED 329 807 CE 057 823
Imel, Susan
ERIC and the Adult Education Act: 25 Years of Collaboration. ERIC Digest No. 107.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-107
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, *Clearinghouses, Databases, Educational Development, Educational Legislation, Educationally Disadvantaged, Educational Research, Federal Aid, *Federal Legislation, *Information Dissemination, Information Sources, Material Development
Identifiers—*Adult Education Act 1966, *ERIC, ERIC Digests

In 1966, Congress approved the first adult education act, and the Educational Resources Information Center (ERIC) system was established. Monies to support adult education research and delivery systems became available at the same time as a mechanism was put in place to collect and disseminate results of these activities. The Adult Education Act (AEA) provides funding for adult education programs serving educationally disadvantaged adults. As amendments have expanded its scope, both enrollees and financial support have increased. ERIC is a federally supported educational database designed to put the results of educational research and development in the hands of researchers, practitioners, administrators, and policymakers. Sixteen clearinghouses acquire and process information in their assigned area to build the ERIC database. The database, which can be accessed through printed index, by computer, or in CD-ROM format, consists of document literature announced monthly in "Resources in Education" and journal literature included in "Current Index to Journals in Education." ERIC clearinghouses provide reference services and develop and dissemination informational products. The ERIC system collects and disseminates two categories of materials related to the AEA: those that are about the act and those that are the results of projects and research funded by the act, such as reports and curricula. (10 references) (YLB)

ED 329 806 CE 057 822
Imel, Susan
School-to-Work Transition: Its Role in Achieving Universal Literacy. ERIC Digest No. 106.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-91-106
Pub Date—91
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Literacy, Corporate Support, Educational Improvement, *Education Work Relationship, Illiteracy, *Literacy Education, Program Effectiveness, *School Business Relationship, School Support, Secondary Education, Vocational Education
Identifiers—ERIC Digests, *Partnerships in Education

Although the goal of universal literacy in the United States refers specifically to the literacy of adults, significant progress toward the goal is dependent to a great extent upon educational experiences prior to adulthood. Encouraging business involvement in strengthening the connection between school and work acknowledges the interrelationship of a literate adult population and its prior educational experiences. School-to-work transitions of noncollege-bound youth are needed to overcome the disconnection between education and work. During the past decade, business involvement with schools has increased. As a result, progress has been made toward achieving the objective of business involvement in strengthening the connection between education and work. In some communities, business leaders are entering into a new form of collaboration, known as work-education partnerships. Although work-education partnerships vary by their nature, effective partnerships share a number of common elements. Successful partnerships use brokers to develop links among all players, involve the right players, ensure commitment by developing a sense of ownership among the various organizations, develop a formal plan, establish an organization to manage the operation, and cultivate and maintain the partnership. (8 references) (YLB)

ED 329 491 SO 021 249
Hagaman, Sally
Aesthetics in Art Education: A Look Toward Implementation. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-11
Pub Date—Dec 90
Contract—RI880062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aesthetic Education, *Art Education, Curriculum Design, *Curriculum Development, Educational Philosophy, Elementary Secondary Education, Philosophy
Identifiers—*Aesthetics, *Discipline Based Art Education, ERIC Digests

Aesthetics, or the philosophy of art, is perhaps the most troublesome discipline advocated in a discipline-based approach to art education. It is troublesome for many reasons, including its largely verbal nature and the lack of experience of most art teachers with its content and modes of inquiry. Nevertheless, aesthetics can serve as a basis for all other content in an art curriculum because of its nature and its foundation of general questions about all works of art. Issues examined in this digest include: (1) relating aesthetics to art education; (2) placement of aesthetics in the art curriculum; (3) philosophical inquiry in art education; and (4) reconstruction of aesthetics in art education. A 9-item reference list concludes the digest. (DB)

ED 329 490 SO 021 248
Zimmerman, Enid
Teaching Art From a Global Perspective. ERIC Digest.
Adjunct ERIC Clearinghouse for Art Education, Bloomington, IN.; ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Getty Center for Education in the Arts, Los Angeles, CA.; Office of Educational Research and Improvement (ED), Washington, DC

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Report No.—EDO-SO-90-10

Pub Date—Dec 90

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Art Education, Community Education, Educational Change, Elementary Secondary Education, *Global Approach, International Education, Multicultural Education, Role of Education, Teaching Methods

Identifiers—ERIC Digests, *Global Education

In global education programs, emphasis on commonalties shared by all peoples and the understanding and appreciation of differences within various cultures and subcultures may provide strong rationales for those who wish to teach art in a social context. Global education should not be viewed as a discipline with particular content or subject matter, rather it should be seen as an approach to the study of culture that can focus on international concerns or those related to study of students' own local communities. To prepare students to be citizens in a global age, educational efforts need to be undertaken to bring about changes in content, social context, and methods through which cultural values are taught. These changes in terms of a social context include moving from (1) a mono-national context to a multinational context; (2) a mono-cultural context to a multicultural context; and (3) a school-bound context to a community involving context. Art teaching is discussed from multinational, multicultural, and community-based contexts and as part of global education. A 16-item reference list concludes the digest. (DB)

ED 329 486 SO 021 176

Patrick, John J.

Achievement of Knowledge by High School Students in Core Subjects of the Social Studies. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-91-1

Pub Date—Jan 91

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Civics, *Core Curriculum, Economics Education, Geography Instruction, Grade 11, Grade 12, High Schools, *High School Students, *Knowledge Level, *Social Studies, United States History

Identifiers—ERIC Digests, *Joint Council on Economic Education, *National Assessment of Educational Progress

During 1990, the National Assessment of Educational Progress (NAEP) reported findings about elementary and secondary school students' knowledge of U.S. history, geography, and civics. In 1988, the Joint Council on Economic Education reported findings from its national study of high school students' knowledge of economics. The designers and reporters of these national assessments have assumed that their instruments measured knowledge students should have learned through involvement with the social studies curriculum in elementary and secondary school. The synthesis of findings in this digest, however, is restricted to 11th and 12th graders, students who have completed most, if not all, of the social studies curriculum. The overall achievement of these upper level high school students in the core subjects of the social studies (history, geography, civics, and economics) is dismal. Factors identified that tend to produce better performances include a home environment where reading and information are valued, limited television viewing, classroom lessons that involve utilization of knowledge and higher level performances on tests of knowledge, teacher knowledge of the subject area, and strong programs of teacher in-service education. A 9-item resource list concludes the Digest. (Author/JH)

ED 329 484 SO 021 174

Mullins, Sandra L.

Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-90-9

Pub Date—Nov 90

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Evaluation, Educational Improvement, Educational Objectives, *Educational Planning, Elementary Secondary Education, Excellence in Education, Instructional Development, Instructional Improvement

Identifiers—ERIC Digests, *National Commission on Social Studies in Schools

The National Commission on Social Studies in the Schools was formed in 1987 by the Organization of American Historians, the American Historical Association, and the National Council for the Social Studies to study the state of social studies in the schools and to make recommendations for curricular change. The Commission's curriculum report, "Charting a Course: Social Studies for the 21st Century (1989). is based on an exhaustive examination of the social studies curricula in the past and present. This digest outlines the essential elements of the Commission's curriculum report on goals and general recommendations for the social studies: (1) development of civic responsibility and citizen participation; (2) development of a global perspective through an understanding of students' life experiences as a part of the total human experience, past and present; (3) development of "Critical Understanding" of the history, geography, and the pluralistic nature of the civil institutions of the United States; (4) development of a multicultural perspective on the world's peoples through an understanding of their differences and commonalities throughout time and place; and (5) development of students' capacities for critical thinking about the human condition. Curriculum recommendations for grades K-6, and grades 7-12 are presented along with recommendations about teaching strategies. A 9-item reference list concludes the digest. (DB)

ED 329 131 FL 019 109

Olson, Paula

Referring Language Minority Students to Special Education. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-90-12

Pub Date—Mar 91

Contract—RI88060210

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Federal Legislation, *Limited English Speaking, *Referral, *Special Education, *Student Characteristics, *Student Needs, Testing

Identifiers—ERIC Digests, *Language Minorities

This digest discusses the process of referring language minority students to special education, focusing specifically on the problems of overreferral and underreferral. The prereferral process, the assessment and referral process, and the characteristics and behaviors of language minority students in need of special education are described in detail. (VWL)

ED 329 130 FL 019 108

Lewelling, Vickie W.

Academic Achievement in a Second Language. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-91-01

Pub Date—Feb 91

Contract—RI88060210

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education Programs, Elementary Secondary Education, *English (Second Language), Immersion Programs, Language Acquisition, *Limited English Speaking, Program Design, *Second Language Learning, *Transfer of Training

Identifiers—Content Area Teaching, ERIC Digests

The academic achievement of limited-English-speaking (LEP) students has long been a major national educational concern. This digest focuses on: (1) factors that promote or inhibit academic achievement in a second language; (2) the length of time needed for LEP students to achieve at comparable levels in school with their native English-speaking peers; (3) the transfer of skills in the first language to English; (4) program models that promote academic achievement in a second language; and (5) the assessment of academic achievement. (VWL)

ED 328 958 EA 022 650

Baas, Alan

Promising Strategies for At-Risk Youth. ERIC Digest No. 59.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-91-1

Pub Date—Apr 91

Contract—RI88062004

Note—3p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Acceleration (Education), *Change Strategies, *Disadvantaged, *Dropout Programs, Elementary Secondary Education, *High Risk Students, Intervention, *Prevention

Identifiers—*Accelerated Schools Movement, ERIC Digests, National Education Goals 1990, *Success for All Programs MD

At-risk students are often poor and members of minority groups. Solutions to the dropout problem are inseparably tied to combating poverty and could stimulate far-reaching educational change. Researchers have identified several elements of successful dropout prevention programs, including the need for early prevention; aggressive leadership; parental involvement; school-based solutions; attainable goals; empowered practitioners; a focus on continuous progress, problem-solving, and teamwork; smaller classes; integrated school and community services; and a caring, respectful attitude toward students. Three representative successful programs are: (1) the Accelerated Schools Program developed at Stanford University and replicated in Illinois schools; (2) the Annie E. Casey Foundation's New Futures Initiative aimed at establishing community collaboratives to address youth problems; and (3) Baltimore's Success for All program for disadvantaged innercity elementary school children, based on Robert Slavin's research findings. To solve dropout problems, educators must identify school population characteristics, examine the district's management information system, utilize its resources, pick workable solutions, and get community support for district goals. (14 references) (MLH)

ED 328 885 CS 010 414

Christen, William L. Murphy, Thomas J.

Increasing Comprehension by Activating Prior Knowledge. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—ED0-CS-91-03

Pub Date—Mar 91

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Content Area Reading, Elementary Secondary Education, Higher Education, *Learning Processes, *Learning Strategies, *Prior Learning, *Reading Comprehension, Teaching Methods, *Thinking Skills

Identifiers—ERIC Digests, Knowledge

It appears that the value of providing students with strategies to activate their prior knowledge base or to build a base if one does not exist is supported by current research. Creating an opportunity to challenge students to call on their collective experiences (prior knowledge) is essential. Through this process, teachers move students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces. Prior knowledge is an essential element in this quest for making meaning. Teachers should remember to: (1) present information which builds background ideas, concepts, and principles; (2) show (do not tell) through demonstrations, multi-media use, and graphics; (3) use outside resources, trips, and speakers; and (4) tell about the topic from personal experience. (RS)

ED 328 830 CG 023 136
Sears, Susan Jones Coy, Doris Rhea
The Scope of Practice of the Secondary School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-8
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consultation Programs, *Counselor Role, Counselor Teacher Cooperation, Curriculum Design, *Developmental Programs, Group Counseling, Guidance Programs, Models, *Professional Recognition, *Program Design, Program Development, Program Evaluation, *School Counseling, Secondary Education
Identifiers—*Comprehensive Guidance Program Model (Gysbers), Empowerment, ERIC Digests

This digest discusses the scope of practice of the secondary school counselor in today's school, citing Norman Gysbers' Comprehensive Guidance Program Model as an approach to developmental counseling which empowers counselors to define their own scope of practice, and thereby effectively address the needs of their students. (TE)

ED 328 829 CG 023 135
Ellis, Thomas I.
Guidance–The Heart of Education: Three Exemplary Approaches. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-9
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Counseling Objectives, *Counselor Role, Counselor Teacher Cooperation, Curriculum Design, *Educational Counseling, Educational Environment, Elementary Secondary Education, Foundations of Education, Guidance Centers, *Guidance Programs, Professional Recognition, *Program Design, Program Development, *School Counseling, School Counselors, *School Guidance, Student Personnel Services, Teacher Role
Identifiers—Comprehensive Guidance Program Model (Gysbers), ERIC Digests, Invitational Learning (Purkey), Teacher Advisor Program (Myrick)

This digest describes three complementary approaches to integrating guidance into education: (1) the Comprehensive Guidance Program Model, developed by Norman C. Gysbers; (2) the Teacher Advisor Program (TAP), developed by Robert D. Myrick; and (3) the Invitational Learning paradigm, developed by William W. Purkey. Four references are included. (TE)

ED 328 828 CG 023 134
Myers, Jane E.
Empowerment for Later Life. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-7
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Client Relationship, *Emotional Adjustment, Helping Relationship, Individual Power, *Locus of Control, *Older Adults, *Personal Autonomy, Retirement, *Self Efficacy, *Self Esteem
Identifiers—*Empowerment, ERIC Digests

This digest discusses empowerment for older adults, examining the aging of the population and the adverse effects of societal attitudes toward aging on the self-esteem, locus of control, and emotional health of older adults. The Social Reconstruction Syndrome (SRS) is discussed as a model for interventions to offset the adverse effects of social breakdown. Wellness, developmental counseling, and prevention are also discussed as empowerment strategies. (TE)

ED 328 827 CG 023 133
Walz, Garry R.
Counseling To Enhance Self-Esteem. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-6
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adoption (Ideas), *Counseling Techniques, Counselor Role, Personality Development, *Self Actualization, Self Concept, Self Concept Measures, Self Efficacy, *Self Esteem, Self Evaluation (Individuals), Youth Problems
Identifiers—ERIC Digests

This digest reviews current literature on self-esteem, addressing its defining characteristics, discussing its importance, citing significant research findings on the development and benefits of self-esteem, and providing suggestions for counselors who seek to enhance their clients' self-esteem. Five references are included. (TE)

ED 328 826 CG 023 132
Beekman, Nancy
Family Caregiving. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-5
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Children, Coping, Counselor Role, Depression (Psychology), Emotional Adjustment, *Family Caregivers, Females, *Frail Elderly, Helping Relationship, Homebound, *Long Term Care, *Older Adults, *Population Trends, Social Support Groups, Stress Management
Identifiers—ERIC Digests

This digest provides a demographic profile of family caregivers and discusses the emotional and physical burdens on family caregivers. It examines how caregivers cope with these burdens and highlights research findings on the most effective coping strategies. The digest concludes by summarizing the challenges to the helping profession in addressing the needs of family caregivers. (TE)

ED 328 825 CG 023 131
Gerler, Edwin R., Jr.
The Challenge of Counseling in Middle Schools. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-4
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, *Adolescents, Career Exploration, *Counselor Role, Drug Abuse, Elementary Education, Emotional Adjustment, Family Relationship, *Middle Schools, Peer Influence, Personality Development, Program Development, *School Counselors, Self Actualization, Sexuality, Stress Management, *Youth Problems
Identifiers—ERIC Digests

This digest discusses the ways in which counselors in middle schools can help youngsters face the challenges of early adolescence and prepare them for life in high school. It focuses on: (1) understanding one's self; (2) family relationships; (3) peer pressure and drug abuse; (4) stressful lives; (5) sexual maturation; (6) academics; and (7) career exploration. (TE)

ED 328 824 CG 023 130
Gerler, Edwin R., Jr.
The Changing World of the Elementary School Counselor. ERIC Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CG-90-3
Pub Date—31 Jan 91
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Abuse, *Childhood Needs, Child Neglect, Child Welfare, *Counseling Objectives, *Counselor Role, Cultural Differences, Disabilities, Drug Abuse, Elementary Education, *Elementary Schools, Emotional Adjustment, Exceptional Persons, Futures (of Society, *School Counselors, Social Change, Technological Advancement
Identifiers—ERIC Digests

This digest summarizes demands that confront elementary counselors: (1) a culturally diverse world; (2) changing families; (3) drug abuse; (4) child abuse and neglect; (5) exceptional children; (6) a technological world; (7) a changing world of work; (8) promoting learning in a changing world; (9) shaping children's behavior in a changing world; and (10) human relations in a changing world. (TE)

ED 328 644 UD 027 903
Bempechat, Janine Omori, Miya C.
Meeting the Educational Needs of Southeast Asian Children. ERIC/CUE Digest No. 68.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-8
Pub Date—Aug 90
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Asian Americans, Cambodians, *Cultural Influences, Culture Conflict, Elementary Secondary Education, Immigrants, Laotians, Limited English Speaking, Literature Reviews, *Psychological Needs, *Refugees, Vietnamese People
Identifiers—*Asian American Students, ERIC Digests

Teachers must be sensitive to the diverse cultures and the sometimes difficult personal experiences of Southeast Asian immigrant students. Varied conditions of arrival have a significant impact on their adaption to life in the United States. Earlier Vietnamese immigrants were more educated and Westernized compared to later Vietnamese, Cambodian, and Laotian refugees. The Confucian principles of filial piety, ancestral unity, primogeniture, and lineage influence parental socialization practices, and individuals strive to attain harmony in social relationships. The psychosocial development of Southeast Asian children is influenced by the conditions under which they arrived in the United States and by the tension between traditional and U.S. cultural beliefs. Unaccompanied males and Amerasian children are particularly susceptible to depression and behavioral problems. Younger children seem to adjust to the school environment more easily than older children, but language presents a major barrier for both students and parents. Educators can facilitate learning and encourage parent participation if they: (1) use bilingual teachers and school-home liaisons as resources; (2) become familiar with Vietnamese, Cambodian, and Laotian culture; (3) identify the specific conditions under which each family immigrated; (4) ask all students to share information about native culture and exhibit respect for individual characteristics; (5) invite children to discuss problems privately; and (6) ask parents who immigrated earlier to help more recent immigrant parents to understand school policy and to translate communications. A list of 13 references is appended. (FMW)

ED 328 611 TM 016 142
Wiggins, Grant
The Case for Authentic Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-10
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Testing, Cost Effectiveness, *Educational Assessment, Elementary Secondary Education, Nontraditional Education, Public Opinion, Standardized Tests, *Test Use, Test Validity
Identifiers—*Authentic Assessment, California Assessment Program, *Direct Assessment, ERIC Digests, Indirect Assessment

Based on material prepared for the California Assessment Program, an argument in favor of authentic assessment is presented, and authentic assessment is contrasted with traditional standardized tests. An assessment is authentic when student performance on intellectual tasks is directly examined. Comparatively, traditional assessment relies on indirect or proxy items. Issues addressed include cost, effort and time requirements, and public suspicions regarding the objectivity of authentic assessment. It is contended that a move toward more authentic tasks and outcomes improves teaching and learning. In authentic assessments, students have greater clarity about their obligations and are asked to master more engaging tasks, and teachers can see assessment results as meaningful and useful for improving instruction. Conventional testing is probably adequate if the aim is to monitor performance. However, tests must be composed of exemplary tasks, criteria, and standards if the goal is to improve performance across the board. A five-item list of additional reading materials is included. (TJH)

ED 328 610 TM 016 141
Childs, Ruth Axman
Gender Bias and Fairness. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-9
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Aptitude Tests, College Entrance Examinations, Court Litigation, *Culture Fair Tests, Elementary Secondary Education, Legal Problems, *Sex Bias, *Test Bias, Test Interpretation, Test Results, Test Use
Identifiers—ERIC Digests, New York, Scholastic Aptitude Test

A brief introduction to the topic of gender bias and fairness in testing is provided. A test is biased if men and women with the same ability levels tend to obtain different scores. The conditions under which a test is administered, the wording of individual test items, and a student's attitude toward the test can affect test results. While gender bias is a characteristic of the test itself, gender fairness refers to the ways test results are used. Detection of gender bias involves checking questions for: references that may be offensive to members of one gender; references to objects that are more familiar to men or to women; and unequal representation of men and women as actors or representation of members of each gender only in stereotyped roles. Gender bias assessments are particularly important for aptitude and achievement tests. Determining whether test results are being used fairly requires examination of the organizational policies that determine how test results are used. This latter issue is illustrated with a court case ('Sharif v. New York State Education Department") concerning the use of SAT scores as sole determinants of scholarship awards. A four-item list of additional reading materials is included. (TJH)

ED 328 609 TM 016 140
Merz, William R., Sr. And Others
Neuropsychological Assessment in Schools. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-8
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Diagnostic Tests, Disabilities, *Educational Diagnosis, Elementary Secondary Education, *Neuropsychology, Norm Referenced Tests, *Psychological Testing, Standardized Tests, *Test Use, Test Validity
Identifiers—ERIC Digests

The nature of neuropsychological assessment and its application in the school environment are discussed. Neuropsychology is the study of how the brain and nervous system affect thinking and behavior. A complete neuropsychological assessment requires gathering and analyzing information on a child's: (1) physical, social, and psychological development; and (2) education. Sources of data for neuropsychological assessments include parental observations, formal observation, standardized measures, and other tests such as the Halstead-Reitan Neuropsychological Test Battery and the Luria-Nebraska Neuropsychological Battery. Educational application of neuropsychological assessment is particularly pertinent today due to recent laws concerning education of the handicapped, the wide range of programs offered by schools for the developmentally disabled, and the difficulties involved in identification of learning disabilities. Although neuropsychological tests are excellent diagnostic tools, they are limited by the following: thoroughly trained professionals must administer the tests and interpret results; several other indicators must be used along with test results; questions about the validity of norms for such tests; and the time consuming nature of the tests. A five-item list of additional reading materials is included. (TJH)

ED 328 608 TM 016 139
Macklem, Gayle L.
Measuring Aptitude. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-7
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Achievement Tests, *Aptitude Tests, Comparative Testing, Educational Research, Elementary Secondary Education, Intelligence Tests, *Predictive Measurement, Research Utilization, Test Results, *Test Use
Identifiers—Aptitude Improvement, ERIC Digests

Aptitude tests are defined in contrast to intelligence and achievement tests. Although aptitude tests, like intelligence tests, measure a student's overall performance across a broad range of mental capabilities, the former also often include items that measure more specialized abilities (such as verbal and numerical skills) that predict scholastic performance in educational programs. Compared to achievement tests, aptitude tests cover a broader area and a wider range of experiences. Research data indicate that individually administered aptitude tests identify predictors of future scholastic achievement, compare performance across students, provide a profile of students' strengths and weaknesses, assess differences among individuals, identify hidden talents in some children, and provide information about handicapped students. Aptitude tests provide information for instructional, administrative, and guidance purposes. Overall, research on the improvement of aptitude test scores is inconclusive, but it does indicate that effective training approaches involve the following: longitudinal, non-intrusive techniques; interaction of student abilities and training methods; practice and feedback; incorporating other strengths of the student; and focus on aspects of intellectual aptitude that have been identified as trainable. A five-item list of additional reading materials is included. (TJH)

ED 328 607 TM 016 138
Dutcher, Peggy
Authentic Reading Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-5
Pub Date—Dec 90
Contract—R188062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Evaluation Research, *Multiple Choice Tests, *Nontraditional Education, *Reading Tests, *State Programs, Student Evaluation, Student Interests, Test Construction, Test Format, *Testing Programs, Test Items
Identifiers—*Authentic Reading Assessment, ERIC Digests, *Michigan Essential Skills Reading Test, National Assessment of Educational Progress

Authentic reading assessment is examined, focusing on its implementation within the Michigan Essential Skills Reading Test (MESRT). Authentic reading assessment emerged as a response to research that indicates that reading is not a particular skill but an interaction among reader, text, and the context of the reading situation. Unlike formal assessments of reading, the MESRT uses intact, full-length stories and subject-area reading selections taken from real life materials, such as children's magazines, literature anthologies, and textbooks for different grade levels. The reading selections are then the driving force for developing test items. The MESRT uses the following three types of constructing-meaning items: (1) intersentence items, in which the answer to the test item can be found in two to three contiguous sentences within the reading selection; (2) test items, in which one or more paragraphs of the reading selection must be read to construct meaning; and (3) "beyond test" items, in which the reader not only constructs meaning from the text but also must bring in some of his or her own prior knowledge to answer the test item. In addition to the constructing-meaning items, the MESRT includes self-report items that assess student knowledge about illustrations or organization of specific texts as well as items that assess students' interest in and feelings about specific reading selections. To date, the reactions of parents and teachers have been positive. The positive impact of continuing research on reading and reading assessment is reflected in the 1992 National Assessment of Educational Progress reading framework as well as in other efforts. A six-item list of additional reading materials is included. (TJH)

ED 328 606 TM 016 137
Chapman, Carmen
Authentic Writing Assessment. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-4
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary School Teachers, *Evaluation Methods, Higher Education, Inservice Teacher Education, *Instructional Innovation, Nontraditional Education, Portfolios (Background Materials), Secondary School Teachers, *State Programs, Student Evaluation, *Teacher Workshops, Writing (Composition), *Writing Evaluation, Writing Instruction, Writing Workshops
Identifiers—*Authentic Writing Assessment, ERIC Digests, *Illinois Writing Project

Some of the ways authentic writing assessment can be used in education are discussed. Using the Illinois Writing Program (IWP) as an example, this digest also looks at some of the goals, solutions, and experiences of a program that is implementing authentic writing assessment. New directions in authentic assessment are aimed at going beyond writing as an isolated subject unto itself by integrating writing into the teaching of all subject areas, including science and mathematics. An authentic writing assignment should reflect various types of writing as well as levels of complexity related to the task assigned in the assignment's prompt. An increasingly popular format is portfolio assessment, in which students complete a body of writing over a prolonged period of time. The IWP was designed to represent defined writing skills as well as status and growth; verify that the methods used to construct, conduct, and verify the assessment meet technical standards; and implement an informational network to allow classroom and district personnel to use test results to improve instruction. Criteria for the rating system concentrate on the paper's maintenance of a compositional focus, the use of supportive arguments, organization, and use of conventional English. The assessment also produces a focused holistic score on integration, which reflects how well the composition as a whole accomplishes the assignment. Teacher involvement in the program is fostered via workshops, provided to over 1,000 teachers during the program's 5-year history. A five-item list of additional reading materials is included. (TJH)

ED 328 605 TM 016 136
Childs, Ruth Axman Rudner, Lawrence M.
State Testing of Teachers: The 1990 Report. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-3
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Elementary School Teachers, Higher Education, *Licensing Examinations (Professions), Secondary School Teachers, *State Programs, State Surveys, Tables (Data), *Teacher Certification, Teacher Education, *Testing Programs
Identifiers—ERIC Digests, *Teacher Competency Testing

The results of the annual survey of state teacher testing programs in 1990 are summarized. State directors of teacher testing programs were contacted in the summer of 1990 and asked to update the data compiled in 1989 by the ERIC Clearinghouse on Tests, Measurement, and Evaluation. The results show that 46 states required teacher testing in 1990. Twenty-seven states use admissions tests: 17 use only commercially available tests, 5 allow colleges of education to select tests, three use only custom designed tests, and 2 use both commercially available and custom designed tests. Thirty-six states use certification tests: 27 use only commercially available tests, 7 use only custom designed tests, and 2 use both commercially available and custom designed tests. Certification tests assess basic skills (teachers' competencies in reading, writing, and mathematics) in 26 states, professional skills (teachers' abilities to teach) in 25 states, and subject knowledge (teachers' expertise in their areas of specialization) in 24 states. A table lists, for each state, the name of the test used, passing rate, and passing scores for both admission and certification tests, where appropriate. The table includes some information on coverage area (basic, professional, and/or subject) for the certification tests. A three-item list of additional reading materials is included. (TJH)

ED 328 604 TM 016 135
Loxley, Bill
The International Association for the Evaluation of Educational Achievement. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-2
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Role, *Educational Assessment, Educational Policy, Educational Research, Elementary Secondary Education, Information Dissemination, *International Organizations, International Studies, Organizational Objectives, *Private Agencies, *Research Projects, Statistical Analysis, Test Construction
Identifiers—ERIC Digests, *International Assn Evaluation Educ Achievement

This digest examines the organization of and international studies conducted by the International Association for the Evaluation of Educational Achievement (IEA). The IEA is a non-profit, private association that conducts international comparative studies on schools and aids the research community in developing international tests and statistical techniques. The IEA has 39 member countries. Policy makers and educators use IEA data to assess alternative curricula, monitor the quality of schooling worldwide, identify effective schools and determine ways of improving their own educational systems, and improve their understanding of the instructional learning process. The organizational structure of IEA consists of a chairperson, general assembly, six-member standing committee, and secretariat. Specific studies are managed by specially appointed steering committees and implemented by national centers. IEA studies include a decennial assessment of a core of school studies in math, science, reading literacy, composition, and foreign languages. Other studies include: a 35-country reading literacy study; the third international mathematics and science study; school and teacher resource assessments that focus on opportunity-to-learn indicators; longitudinal and in-depth case studies; a 21-country computer education study; and a 13-country study of pre-primary early childhood care and education. In the area of information dissemination, the IEA publishes bulletins, a semi-annual newsletter, and a guidebook on the IEA research network; the IEA also sponsors conferences on issue-related topics. A 4-item list of additional reading materials is included. (TJH)

ED 328 603 TM 016 134
Mullis, Ina V. S.
The National Assessment of Educational Progress (NAEP). ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-90-1
Pub Date—Dec 90
Contract—RI88062003
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Data Collection, *Educational Assessment, Elementary Secondary Education, Mathematics Achievement, Multiple Choice Tests, *National Surveys, Reading Achievement, Research Methodology, *Research Projects, *Sampling
Identifiers—ERIC Digests, *National Assessment of Educational Progress, Open Ended Questions

This digest describes the organization of the National Assessment of Educational Progress (NAEP) and what is included in a typical NAEP assessment. The way in which the NAEP selects students for assessments and how the assessments are used are discussed. The NAEP is a congressionally mandated project of the National Center for Education Statistics. The operational contract for 1990 and 1992 has been awarded to the Educational Testing Service and its subcontractor; the policy guidelines are formulated by the National Assessment Governing board. NAEP objectives for each assessment take the form of frameworks or matrices for content and process areas such as reading and mathematics. Students are selected through detailed sampling procedures. In 1990, approximately 87,000 students participated in the national assessment and another 100,000 students participated in the state assessments of eighth-grade mathematics. The NAEP estimates that in 1992, the assessments will involve 419,000 students in 12,000 schools. Data are collected by trained administrators to reduce the burden on participating students and schools. The assessment instruments, which are generally administered in group settings, include a variety of multiple-choice and open-ended items. The NAEP results are presented in the Nation's Report Card, which describes relationships between achievement and a variety of background characteristics. A two-item list of additional reading materials is included. (SLD)

ED 328 556 SP 032 924
Summerfield, Liane M.
Childhood Obesity. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-90-7
Pub Date—Dec 90
Contract—RI88062015
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Behavior Modification, Children, Dietetics, *Early Intervention, *Eating Habits, Exercise, Family Influence, *Heredity, *Obesity, *Physical Activities
Identifiers—ERIC Digests

In this discussion of childhood obesity, the medical and psychological problems associated with the condition are noted. Childhood obesity most likely results from an interaction of nutritional, psychological, familial, and physiological factors. Three factors–the family, low-energy expenditure, and heredity–are briefly examined. Early intervention is recommended with a focus on physical activity, diet management, and behavior modification. Parent education is also recommended as a means for preventing obesity in children. References are listed. (JD)

ED 328 083 FL 019 052
Curtain, Helena
Foreign Language Learning: An Early Start. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-10
Pub Date—Dec 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, *Curriculum Development, Educational Benefits, Educational Objectives, Elementary Education, *Elementary School Curriculum, *FLES, Global Approach, Information Sources, Language Proficiency, Second Language Learning, *Second Language Programs, Skill Development, Teaching Methods
Identifiers—ERIC Digests

Interest in elementary school foreign language programs has resurfaced in recent years, and the number of programs is increasing. Many states are requiring foreign language study at the elementary level. For a local school or community seeking to implement elementary school language programs, it is important that a rationale be developed to meet the needs and priorities of the area or institution. A rationale should address the benefits of language learning, the choice of languages to be taught, and the type of instruction to be used. A general rationale for teaching foreign languages in the elementary school includes: the advantages of a longer sequence of instruction in terms of higher achievement levels; development in children of a global attitude; enhancement of general cognitive skills; enhancement of communication skills; and personal and career benefits. Research reports and studies, state curriculum guides, and school curriculum guides can all provide useful information on developing a foreign language program rationale. The educational system should provide as expansive a curriculum as possible if education is to prepare children for the complicated world they live in and give them tools to understand new challenges. (MSE)

ED 328 082 FL 019 051
Phillips, June K.
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-11
Pub Date—Jan 91
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Needs, Educational Strategies, Elementary Secondary Education, Higher Education, *Inservice Teacher Education, Instructional Effectiveness, *Instructional Improvement, *Language Maintenance, *Language Proficiency, *Language Teachers, Second Language Instruction, Teacher Associations
Identifiers—ERIC Digests

Language teachers recognize that improving their foreign language proficiency is an ongoing process. New ways of evaluating teachers' language skills, and curriculum changes emphasizing performance highlight skill inadequacies. Many teachers have not reached functional language levels, and language skill upgrading is a more relevant issue than skill maintenance. Other teachers have used their skills only or largely in restricted classroom conditions, with limited opportunities to hear native speech. Teachers can participate in formal and informal programs to enhance their proficiency, including study and travel abroad programs and institutes and summer seminars. The concept of academic alliances, in which teachers assume some responsibility for their own pedagogic and linguistic growth, has taken root in many areas. Local groups identify their own needs and arrange opportunities to practice and improve language skills. Research supporting the effectiveness of these learning experiences is limited. Programs with specific missions to upgrade language proficiency are designed to concentrate on improving teachers' abilities in higher-level tasks of narration, explanation, hypothesis, negotiation, and supported opinion. As future programs are developed, assessment of their effectiveness should be included. (MSE)

ED 327 879 CS 212 710
Sorenson, Sharon
Encouraging Writing Achievement: Writing across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-91-05
Pub Date—91
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Higher Education, Interdisciplinary Approach, Secondary Education, Student Reaction, Teacher Role, *Writing Across the Curriculum, *Writing Improvement, Writing Research
Identifiers—ERIC Digests, *Writing Development, *Writing to Learn

Proponents of writing across the curriculum are quick to clarify that writing to learn is not the same as learning to write; but as flip sides of a single coin, the two support one another. Across-the-curriculum writing finds its merit in removing students from their passivity. Cross-curricular writing activities fall into two groups-expressive writing and product writing. Proponents of writing-across-the-curriculum agree that when teachers incorporate writing in their content areas, the need for review and the need for reteaching after testing is sufficiently reduced to more than make up for the difference in the amount of instructional time required. While hard statistical evidence that writing-across-the-curriculum improves student performance is scarce, a few studies show positive results. To overcome the problems of implementing a writing-across-the-curriculum program, most school districts have found a year-long plan for inservice education and group dialogue necessary. When content area teachers incorporate writing in all areas of the curriculum, students benefit in three ways: (1) they have a resource for better understanding content; (2) they practice a technique which aids retention; and (3) they begin to write better. (RS)

ED 327 613 UD 027 839
Webb, Michael
Multicultural Education in Elementary and Secondary Schools. ERIC Digest Number 57.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-7; ISSN-0889-8049
Pub Date—Jul 90
Contract—RI88062013
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cross Cultural Training, *Cultural Awareness, *Cultural Pluralism, Elementary Secondary Education, *Ethnic Groups, *Interdisciplinary Approach, Literature Reviews, *Multicultural Education, Program Descriptions
Identifiers—ERIC Digests, Project Reach

Schools have introduced numerous programs and activities, intended to recognize the achievements of ethnic groups, in the belief that a multicultural education prepares students for life in an ethnically diverse society and also results in cognitive and affective benefits. Multicultural activities have the following goals: (1) to remedy ethnocentrism in the traditional curriculum; (2) to build understanding among racial and ethnic groups, and appreciation of different cultures; (3) to defuse interracial tensions and conflicts; and (4) to make the curriculum relevant to the experiences, cultural traditions, and historical contributions of minority groups. Studies also indicate links between multicultural education and improved academic achievement for African American and Hispanic American students. Most multicultural learning activities consist of discrete lessons organized around particular events. These activities may be confined to a particular classroom or can involve the entire school. Project Respecting Ethnic and Cultural Heritage (REACH) is a comprehensive, discipline-based multicultural program that infuses information on the history and culture of various groups into the middle school curriculum. Portland (Oregon) and Albuquerque (New Mexico) have also developed programs that integrate multicultural activities throughout the curriculum. The following considerations in developing interdisciplinary programs are outlined: (1) needs assessment; (2) goals; (3) curriculum development; and (4) staff development. A list of nine references and a list of four resources are appended. (FMW)

ED 327 612 UD 027 838
Ascher, Carol
Can Performance-Based Assessments Improve Urban Schooling? ERIC Digest Number 56.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-6; ISSN-0889-8049
Pub Date—Jun 90
Contract—RI88062013
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Youth, Educational Innovation, *Educational Testing, Elementary Secondary Education, Evaluation Methods, Evaluation Problems, Literature Reviews, *Standardized Tests, *Student Evaluation, Test Bias, Testing, *Testing Problems, *Urban Education
Identifiers—ERIC Digests, *Performance Based Evaluation

Performance-based assessment has the potential to support a richer curriculum and more accurately assess the skills of low-income minority students than standardized tests. Performance-based assessment has the following advantages: (1) it allows a wide range of expression; (2) it permits assessment of learning in a natural context while students make active use of a skill; (3) it assesses a wide range of competencies; (4) it requires students to demonstrate mastery in a personal and integrated way; and (5) it has "ecological validity," because students perform as they will have to in life. The following types of performance-based assessments are described: (1) station activities, which require students to proceed through a series of discrete tasks, either individually or in teams, in a given amount of time; (2) domain projects, which require students to complete a set of exercises designed to explore an idea, concept, or practice central to a particular academic or artistic domain; (3) portfolios, which consist of several projects completed in a sequence to show progress with a subject; and (4) videotapes, which can show students performing or being interviewed. While performance-based assessment methods appear to be reliable, such assessments are expensive to score when compared to mechanically scored standardized tests. Moreover, there are indications that performance-based tests might result in lower scores for low-income and minority students unless there were accompanying changes in teaching methods. Finally, the pressure for mandated performance-based testing could still result in narrowly focused teaching geared to the new assessment methods. A list of 13 references is appended. (FMW)

ED 327 454 SO 030 410
Johnson, Jeffrey R.
Teaching about China. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-8
Pub Date—Oct 90
Contract—RI8806200
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Asian Studies, *Chinese Culture, Comparative Education, Current Events, *Curriculum Development, Foreign Countries, Foreign Culture, Global Approach, *International Relations, International Studies, Multicultural Education, Political Issues, Secondary Education, Social Studies, Stereotypes, *Teaching Methods
Identifiers—*China, Chinese People, ERIC Digests

In spring 1989, the United States watched intently as televised reports relayed the events unfolding in Beijing's (China) Tiananmen Square. This concern for a people whose culture and political institutions are significantly different reflects a continuing and compelling interest in China. Although historians and journalists in the United States long have observed a "special relationship" between the two countries, which has included periods of optimistic friendship as well as tragic conflict, China studies have been neglected in U.S. classrooms. Where it is not overlooked, China is too often the victim of stereotyping or specious generalizations. To encourage effective teaching about China, this ERIC Digest examines: (1) the political status of China; (2) reasons for teaching about China; (3) approaches to teaching about China; and (4) China's place in the pre-collegiate curriculum. (DB)

ED 327 453 SO 030 409
Harwood, Angela M. Hahn, Carole L.
Controversial Issues in the Classroom. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-7
Pub Date—Sep 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education 2805 E. 10th St., Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Citizenship Education, Class Activities, Classroom Environment, •Controversial Issues (Course Content), •Critical Thinking, Discussion (Teaching Technique), Elementary Secondary Education, Learning Strategies, Skill Development, Social Studies, Student Educational Objectives, Teaching Methods
Identifiers—ERIC Digests

The essence of a healthy democracy is open dialogue about issues of public concern. An integral part of the training of young citizens, therefore, includes the discussion of controversial social, political, and economic policies. The use of classroom discussions as a pedagogical technique to examine controversial issues is explored by considering: (1) the nature of controversial issues discussions; (2) the importance of discussion in social studies instruction; (3) what is known about the use of controversial issues discussions in social studies; and (4) suggestions for implementing controversial issues discussions in the classroom. (DB)

ED 327 314 PS 019 323
Pellegrini, A. D. Glickman, Carl D.
Measuring Kindergartners' Social Competence. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-3
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Practices, •Interpersonal Competence, •Kindergarten, •Kindergarten Children, •Measurement Techniques, Primary Education
Identifiers—ERIC Digests, Research Results

This ERIC Digest advocates assessment of children's social competence with various measures, including behavioral measures, peer nominations, teacher ratings, and standardized tests. Content focuses on: (1) the insufficiency of the use of academic tests alone; (2) the importance of observing children's interactions with peers; (3) research evidence; and (4) implications. Since tests provide limited data, the accurate assessment of kindergarten children requires the use of different perspectives. The method of observing and recording peer interaction during free play seems to yield particularly relevant results. It must be noted that the prediction of success in the first grade from kindergarten experience requires the investment of time and money. Perhaps some of the time and money now spent on standardized tests should be spent on social competence testing. (RH)

ED 327 313 PS 019 322
Mallory, Nancy J. Goldsmith, Nancy A.
The Head Start Experience. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-EDO-91-2
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Compensatory Education, •Comprehensive Programs, •Cooperation, Early Childhood Education, •Parent Participation, •Technical Assistance, Training
Identifiers—ERIC Digests, •Project Head Start

Head Start has been successful because it includes comprehensive services, parent involvement and family support, a commitment to meeting local needs, training and technical assistance support, and a collaborative approach. This ERIC Digest briefly describes each of these components. Discussion concludes by noting that Head Start must take more responsibility for sharing information about its successes and failures and its staff's desire to be an important part of the human services team in the community. Sources of additional information are cited. (RH)

ED 327 312 PS 019 321
Maehr, Jane
Encouraging Young Children's Writing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-91-1
Pub Date—91
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Caregivers, Guidelines, •Kindergarten Children, •Literacy, Parent Role, •Preschool Children, Preschool Education, Profiles, Teacher Role, •Writing (Composition), Writing Skills
Identifiers—•Emergent Literacy, ERIC Digests, High Scope Educational Research Foundation MI

This ERIC Digest briefly profiles the approach to emergent literacy used by the High/Scope Educational Research Foundation; comments on the process of understanding the connections between drawing, writing, and reading; and offers guidelines for supporting children's writing. It is argued that the process of learning to write begins in infancy, and that it is important to resist the pressure to introduce skill and drill practice in children's early years. It is also important for adults to recognize that graphic experimentation at the preschool and kindergarten levels allows children to use comfortable, nonconventional forms of writing to express complex thoughts. (RH)

ED 327 296 PS 019 278
Staff "Burnout" in Child Care Settings. ERIC-/EECE Short Report-4.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—80
Contract—400-78-0008
Note—3p.; For a related paper, see ED 188 764.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Day Care, Early Childhood Education, •Etiology, •Program Improvement, •Satisfaction, •Teacher Burnout

Derived from a study by Whitebook and others (1982), this ERIC Short Report presents findings, recommendations, and other information on staff burnout in child care settings. Child care staff were found to be underpaid and overworked. Differences in working conditions among centers and job satisfaction among staff appeared to be related to such factors as job title distinctions, funding sources, and length of program day. According to Whitebook and colleagues, tackling burnout by reassessing such factors as a center's resources, staffing, programming, and scheduling can both improve work conditions and enable staff to see the conditions leading to burnout as being "outside of their own personal inadequacies." Related ERIC documents and additional references are listed. (RH)

ED 327 295 PS 019 277
Microcomputers and Young Children. Short Report.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-78-0008
Note—3p.; Based on sections of a report in ERIC: ED 227 967.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Computer Oriented Programs, •Computer Uses in Education, Early Childhood Education, •Microcomputers, •Young Children

This ERIC Short Report on the use of microcomputers with young children provides a brief summary of related research and discussion of the ways computers can be used by educators and their students. Profiles of computer applications concern computer literacy, computer-assisted instruction, computer programming, computer art, word processing, and administrative uses. (RH)

ED 327 271 PS 019 066
Positive Discipline. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-10
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Classroom Environment, •Classroom Techniques, •Discipline, •Educational Practices, Elementary Secondary Education, •Self Esteem
Identifiers—ERIC Digests

This ERIC Digest suggests methods and language that can be used in handling difficult, but common, situations involving young children. Discussion focuses on: (1) 12 methods of discipline that promote self-worth; (2) the process of creating a positive climate that promotes self-discipline; (3) harmful and negative disciplinary methods; and (4) good approaches to discipline. It is argued that self-discipline is better learned through guidance than through punishment. (RH)

ED 327 222 JC 900 449
Williams, Dana Nicole
The Survival of Private Junior Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-07
Pub Date—Dec 89
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Problems, Church Related Colleges, •Declining Enrollment, Educational Trends, Financial Support, •Institutional Characteristics, •Private Colleges, •Private Education, Public Colleges, Student Recruitment, •Two Year Colleges
Identifiers—ERIC Digests

Private liberal arts junior colleges reached their peak during the 1940's, when nearly 350 of them provided an educational alternative for over 100,000 students nationwide. In 1989, only 89 private two-year institutions were in existence, accounting for less than 1% of the nation's two-year college students. Following the second World War, several factors combined to stem the expansion of private junior colleges including the introduction and growing strength of public community colleges, the demands of World War II veterans for educational opportunities, and financial constraints brought on by small enrollments. While enrollments have declined significantly, the Association of American Colleges in 1975 stressed the importance of maintaining a system of private education, highlighting its ability to add diversity, provide leadership, offer competition to the public system and save the taxpayers money. The most serious threats to private junior colleges are competition for students from public community colleges and financial constraints. Proposals to solve these problems include establishing cooperative programs to share resources with local community colleges, employment of part-time faculty, and more heterogeneous recruitment and curriculum development, particularly in the church-related colleges. The potential for private junior colleges to survive into the 21st century depends upon their ability to effectively market their strengths, expand their enrollment bases, operate in a fiscally responsible manner, and maintain strong leadership and a committed faculty. (JMC)

ED 327 221 IR 053 516
Schamber, Linda
Distance Education and the Changing Role of the Library Media Specialist. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-5
Pub Date—Nov 90
Contract—RI88062008
Note—4p.; This digest is based on a monograph, "Distance Education and the Changing Role of the Library Media Specialist," by Michael A. Burke, which is in the ERIC database as ED 321 775.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Distance Education, *Educational Technology, Elementary Secondary Education, *Futures (of Society), *Learning Resources Centers, *Library Role, *Media Specialists, School Libraries
Identifiers—ERIC Digests, Librarian Teacher Cooperation

Demographic and economic trends indicate that in the future there will be fewer teachers available to teach growing K-12 school enrollments. In addition to this, public education is also experiencing funding shortages. Distance education seems to provide a solution for both of these problems as it offers an equitable way to distribute educational resources, while at the same time making instruction cost-effective. School library media specialists can contribute to developing distance education programs through their roles as instructional consultant, information specialist, teacher, and technological coordinator. They can help to match information resources to course objectives, teaching and learning styles, and subject content to facilitate more creative thinking and critical analysis among students. It is the lack of involvement of individuals, not the course structure, that is the main obstacle to effective distance education programs. The success of a distance education program depends upon the ability of library media specialists to network with teachers, students, administrators, technical experts, and database vendors. An example of a successful program can be seen in the Bay Area (Wisconsin) Public School District. (References and additional readings are provided.) (MAB)

ED 327 220 IR 053 490
Schamber, Linda
Library and Information Services for Productivity. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-7
Pub Date—Dec 90
Contract—RI88062008
Note—4p.; Productivity, literacy, and democracy are the three themes chosen for the 1991 White House Conference on Library and Information Services.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Computer Networks, *Freedom of Information, *Information Dissemination, *Information Networks, Information Technology, Institutional Cooperation, Policy Formation, *Productivity
Identifiers—ERIC Digests, White House Conference Library Info Services

For the purposes of this digest, productivity is defined as ways in which library and information services can assist agencies, industries, and individuals in producing goods and services effectively and profitably. Two fundamental issues that affect productivity are access and control; two major strategies for improving productivity are cooperation and education. Expanding information services can foster innovation and development among their users–government agencies, industries, libraries, and information centers that disseminate information to a broader spectrum–which can play a vital role in aiding productivity. Yet, these same entities that provide access to information must, at times, limit access to information. The issue of control extends to U.S. policy makers, who must decide whether the release of certain technical and scientific information developed by the United States would undercut U.S. competition globally or threaten national security. The protection of intellectual property rights is yet another issue of control. It seems that information providers must distinguish between what information falls into the realm of the private (classified information) and public (unclassified) domains. The concept of the "virtual library"–whereby the world's knowledge is accessible to anyone sitting at a desktop workstation–is becoming closer to a reality through recently proposed federal legislation, which would, if passed, establish a network to link government, industry, business, and university resources. However, the establishment of such networks will be inappropriate if educators fail to foster the development of information skills in students. (12 references) (MAB)

ED 327 219 IR 053 489
Bishop, Ann P.
The National Research and Education Network (NREN): Promise of New Information Environments. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-4
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Federal Legislation, Information Management, *Information Networks, National Programs, Systems Analysis, *Systems Development, Telecommunications, User Needs (Information)
Identifiers—ERIC Digests, *National Research and Education Network

This digest describes proposed legislation for the implementation of the National Research and Education Network (NREN). Issues and implications for teachers, students, researchers, and librarians are suggested and the emergence of the electronic network as a general communication and research tool is described. Developments in electronic communications and computing since the late 1960s are reviewed, including the development of such networks as ARPANET, NSFNET, Internet, BITNET, CSNET, and CREN. Implementation of the National High Performance Computing Act of 1990 would provide for: (1) the involvement of science agencies and national libraries in the development of resources for the NREN; (2) the linking of federal and industrial laboratories, educational institutions, and libraries; (3) the development of electronic information resources and services; and (4) the development of supercomputers and advanced software to support scientific and engineering research. However, before such a network can be instituted, several issues need to be resolved, including how to determine costs and management policies, guarantee universal access, provide user support and training, overcome organizational resistance to networking, maintain quality control of information resources, and adapt network services to research and education norms. New initiatives for network research, services, and advocacy have emerged as a result of growing support for national networking; these include the Corporation for National Research Initiatives, Reference Point, the Coalition for Networked Information, and the Electronic Frontier Foundation. One common goal of these initiatives, one that educators and librarians share, is the desire to shape the future of national networking in such a way that its benefits are made available to a broad range of users. (10 references) (MAB)

ED 327 218 IR 053 488
Blakey, Elaine Spence, Sheila
Developing Metacognition. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-6
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Ability, *Educational Environment, Elementary Secondary Education, Learning Resources Centers, *Learning Strategies, *Metacognition, Self Evaluation (Individuals), Student Behavior, Teaching Methods, *Thinking Skills
Identifiers—ERIC Digests

Studies show that metacognitive strategies can increase learning skills and that independent use of these metacognitive strategies can be gradually developed in people. The school library media center is the ideal place for students to learn how to develop metacognitive strategies; that is, they can learn how to connect new information to former knowledge, deliberately select thinking strategies, and plan, monitor, and evaluate these thinking processes. There are six basic strategies for developing metacognitive behaviors in students: (1) they must consciously identify what they "know" as opposed to "what they don't know"; (2) they must then develop a thinking vocabulary so that they can verbally describe their thinking processes; (3) they should keep a thinking journal or learning log in which they reflect upon their learning processes; (4) they must also learn how to assume responsibility for regulating their learning activities, including estimating time requirements, organizing materials and scheduling the procedures necessary to complete an activity (the media center's resources lend themselves quite well to this task); (5) they must learn how to review and evaluate these strategies as either successful or inappropriate; and (6) they must participate in guided self-evaluation through individual conferences and checklists focusing on the thinking process. Metacognitive environments must be established in schools if teachers and media specialists are to be able to encourage students' development of problem-solving and learning skills. (4 references and 4 additional readings) (MAB)

ED 327 217 IR 053 487
Schamber, Linda
Automation for the School Library Media Center. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-3
Pub Date—Nov 90
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Integrated Library Systems, *Learning Resources Centers, Library Administration, *Library Automation, Library Personnel, *Library Services, *Media Specialists, Online Catalogs, *School Libraries
Identifiers—ERIC Digests

Basic options for the automation of management functions in the school library media center are the circulation system, the online catalog, the acquisitions system, and the serials check-in. In order to select the most appropriate system, library media specialists must: (1) research both the library's needs and the technologies available, and (2) develop plans to guide decisions about purchases, training for staff, and maintenance. The findings of this research will be used to develop detailed plans and budgets that include training for the media specialist and the costs of hardware, software, and databases. Since few integrated systems exist which incorporate all of the library's automated functions, a decision will have to be made whether to install two or more limited integrated systems (such as catalog/circulation and acquisitions/serial check-in) or four separate systems. In either case, compatibility–i.e., the ability to transfer data between systems–is an important feature to be considered. Another major concern is the entry of data in the new system, particularly catalog and circulation data. In addition, retrospective conversion of existing catalog records to machine-readable form can be expensive and time-consuming, whether performed on-site or externally by a vendor. The impacts of automation are both immediate and long-term. School library media centers which have automated their management operations have found that students and faculty have been able to access information more easily and that routine tasks can now be performed more quickly. However, these same library media centers must be prepared to handle a lack of standardization at various access levels, and to learn to work on upgraded software and hardware as they become available. (10 references) (MAB)

ED 327 216 IR 053 435

Hubbard, Susan

Information Skills for an Information Society: A Review of Research. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-85-0001

Note—4p.; This digest is based on a study, "Information Skills for an Information Society. A Review of Research," by Carol Collier Kuhlthau, which is in the ERIC database as ED 297 740.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Integrated Library Instruction, *Curriculum Development, Elementary Secondary Education, Higher Education, *Information Technology, *Learning Resources Centers, *Library Skills, Media Specialists, *Research Skills, School Libraries, Users (Information)

Identifiers—ERIC Digests

Living in an "information society" implies dealing with a barrage of information on a daily basis, with success and survival dependent on the ability to locate, analyze, and use information skillfully and appropriately. Information literacy, which has been defined as the ability to effectively access and evaluate information for a specific need, requires certain integral skills, including the ability to evaluate information or to plan a search strategy. As a result of the introduction of computerized circulation systems, collection databases, online database services, and computer-assisted instruction, library media centers have developed into school information centers. Through the cooperation of teachers and administrators, library media specialists are able to integrate information skills into the curriculum, and to evaluate information about the curriculum. It can be seen that information literacy efforts are well underway. Several states in the United States have integrated library instruction into their curriculums, and the American Federation of Information Processing Societies (AFIPS) has prepared a detailed curriculum to teach information skills to secondary school students. Educators today realize that information literacy can only benefit society–and information illiteracy can cause real harm to individuals and to society. (MAB)

ED 327 067 FL 019 027

deLopez, Mary And Others

Local Advocacy for Second Language Education: A Case Study in New Mexico. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-90-09

Pub Date—Dec 90

Contract—RI88060210

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Advocacy, Case Studies, *Community Cooperation, Language Teachers, *Second Language Instruction, State Legislation

Identifiers—English Plus Legislation, ERIC Digests, *New Mexico (Albuquerque)

The experience of the Albuquerque, New Mexico second language community is presented as a case study of successful local advocacy. The formation of the Albuquerque Language Teachers Association and the New Mexico State Task Force on Modern and Classical Languages is described, and the passage by the State legislature of a resolution on language rights that makes New Mexico the first state to take an official "English Plus" stance is discussed in detail. Six strategies that have contributed to the success of advocacy efforts in New Mexico are: (1) building a community within the ranks; (2) identifying specific goals; (3) identifying a committed action group; (4) seeking advice and outside support; (5) utilizing effective management strategies; and (6) maintaining flexibility and a positive attitude. (VWL)

ED 327 066 FL 019 026

Clifford, Ray

Foreign Languages and Distance Education: The Next Best Thing to Being There. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-90-08

Pub Date—Dec 90

Contract—RI88060210

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Distance Education, *Instructional Effectiveness, *Interaction, Program Descriptions, *Second Language Instruction, *Second Language Learning, Telecommunications

Identifiers—ERIC Digests

This digest focuses on the teaching of foreign languages through distance learning, which refers to instruction via satellite or other long-distance telecommunication technology. The following questions are addressed: (1) What is distance learning? (2) Why is distance learning used? (3) How can distance learning provide the interaction necessary for developing foreign language skills? (4) Why hasn't the option of two-way communication been used more extensively in distance education? (5) Are there examples of programs that teach language via distance learning? (6) How effective is foreign language teaching via distance learning? and (7) What are some keys to successful distance learning programs? (VWL)

ED 326 939 EA 022 487

Klauke, Amy

Preparing School Administrators. ERIC Digest Series Number EA 57.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-90-11

Pub Date—90

Contract—RI88062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, *Administrator Effectiveness, Administrator Role, Elementary Secondary Education, Females, Internship Programs, Minority Groups, Professional Education, *School Administration

Identifiers—ERIC Digests

Issues involved in improving administrator preparation programs are described in this ERIC Digest. A literature review identifies appropriate skills and methods for administrator training and summarizes recommendations such as application of theory to practice and development of full-time internships, school/university collaboration, mentorships, and networks of school districts, universities, policymakers, and communities. Increasing the percentage of women and minorities in administrative positions is also discussed. (11 references) (LMI)

ED 326 925 EA 022 391

Liontos, Lynn Balster

Involving At-Risk Families in Their Children's Education. ERIC Digest Series Number EA 58.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EA-90-12

Pub Date—91

Contract—RI88062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*At Risk Persons, *Cooperation, Elementary Secondary Education, Family Problems, *High Risk Students, *Parent Participation, *Parent School Relationship, Poverty, School Community Relationship, Social Services

Identifiers—ERIC Digests

The children who have generally been termed "at-risk" are usually poor and often from other cultural backgrounds. Schools need to find ways to reach and involve at-risk families with their children's education. Steps include collaboration with other community agencies, helping parents identify what they are capable of doing, and respecting cultural differences. Guidelines, based on successful projects, include being and flexible, using strong personal outreach, holding the first activity away from school, preparing staff with inservice workshops, providing child care and transportation, and keeping up the effort. (10 references) (MLF)

ED 326 906 CS 507 346

Kelley, Rebecca

Teaching Technical Communication. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-91-1

Pub Date—91

Contract—RI88062001

Note—3p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Uses in Education, *Educational Objectives, *Educational Resources, Higher Education, Scientific and Technical Information, Speech Communication, *Technical Writing, Visual Learning

Identifiers—Educational Issues, ERIC Digests, *Technical Communication

Often colleges and universities that are just beginning to include technical communication in their curricula do so using faculty trained in traditional English doctorate programs. This digest examines several areas of concern for such institutions and discusses: (1) characteristics of technical communication; (2) issues in teaching technical communication; and (3) resources for teaching technical communication. (RS)

ED 326 901 CS 212 621

Simic, Marge

Parent Involvement in Elementary Language Arts: A Program Model. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-CS-91-02

Pub Date—91

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, Classroom Communication, Elementary Education, *Language Arts, *Parent Participation, Parent School Relationship, Parent Student Relationship, Program Content

Identifiers—ERIC Digests

Initiating an effective and well organized plan for parent involvement in the elementary language arts classroom takes plenty of work work to achieve it, work and commitment to maintain it. One such program encourages parent participation in the classroom for parents who are able to volunteer their time, but also emphasizes parent participation at home. It is realistic to think that as parents move through the three levels of increasing classroom involvement (monitoring, informing, and participation), the audience of parents narrows. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents remains. When parent involvement reaches the level at which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. (RS)

ED 326 352 RC 017 879
Reck, Carleen
Successful Instructional Practices for Small Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-12
Pub Date—Oct 90
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, Cooperative Learning, Educational Strategies, Elementary Secondary Education, *Instructional Improvement, Rural Schools, School Size, *Small Schools, Teacher Expectations of Students, *Teaching Methods
Identifiers—*Collaborative Learning, ERIC Digests

This digest presents recent findings about effective instructional practices for classroom teachers in small schools. In terms of instruction, small schools have two characteristics: a broader scope of teacher responsibilities and more instructional levels per classroom. Teachers in small schools have the opportunity to develop the student as a learner and to include collaborative learning experiences. Learning is the combined result of many variables; some are under the teacher's control and have strong effects on students' behavior, attitude, and achievement. These teacher-controlled variables include: (1) high expectations; (2) management and planning skills; (3) learning-oriented classrooms; (4) success rate; (5) appropriate learning activities; (6) engaged time; and (7) effective questioning. The typical small school classroom tends to have students with a broad range of age, knowledge, and experience, and students who attend small schools often approach each other for help and learn by teaching each other. Collaborative learning can provide a way to capitalize both on students' variety and their cooperative spirit. Collaborative learning may be used to: (1) focus on multiple ways to solve problems; (2) involve students in goal setting and self-monitoring; (3) produce positive effects through peer interaction, cooperation, and communication; and (4) organize groups to incorporate contributions of each student. Supporters of the collaborative classroom value heterogeneous student grouping; others hold the view that homogeneous grouping for instruction is sometimes necessary. This digest contains 10 references. (ALL)

ED 326 324 PS 019 264
King, Margaret
Working with Working Families. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-8
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Day Care, Early Childhood Education, *Employed Parents, *Parent Participation, *Teacher Role
Identifiers—ERIC Digests

This ERIC Digest offers tips for understanding the needs, concerns, and feelings of employed parents, and discusses ways child caregivers can involve working parents in their children's lives while the children are enrolled in child care facilities. Competition with the caregiver, guilt over leaving children in the care of others, and little time for activities are characteristics of employed parents that may affect their relationship with caregivers. That relationship can be facilitated by flexible scheduling, parent visits, parent education, formal and informal communication, and informal gatherings. (RH)

ED 326 305 PS 019 070
Bredekamp, Sue Shepard, Lorrie
Protecting Children from Inappropriate Practices. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-9
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Decision Making, Early Childhood Education, Educational Policy, *Educational Practices, Guidelines, Policy Formation, *Program Development, Program Evaluation, School Entrance Age, *Standards, Student Placement
Identifiers—*Developmentally Appropriate Programs, ERIC Digests

Suggestions for early childhood educators on how to provide developmentally appropriate practices and teaching methods are offered. Suggestions concern: (1) making decisions about entrance and placement; (2) evaluating a program's accomplishment of goals; (3) planning and individualizing curriculum and instruction; and (4) promoting appropriate policies. It is argued that the early childhood profession must agree on issues of developmentally appropriate practices; act to influence policy; and articulate standards for appropriate practice in the form of guidelines for curriculum content and assessment for prekindergarten through third grade classes. (RH)

ED 326 304 PS 019 069
Carr, Kathryn S.
How Can We Teach Critical Thinking? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-7
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classification, *Critical Thinking, Elementary Secondary Education, *Reading Skills, Schemata (Cognition), Teacher Responsibility, *Teaching Methods, *Thinking Skills, *Writing Skills
Identifiers—ERIC Digests

This ERIC Digest discusses three ways in which teachers can create an environment that stimulates critical inquiry: critical reading; writing to learn; and classification games. Critical reading has been defined as learning to evaluate, draw inferences, and arrive at conclusions based on the evidence. Elbow's (1983) writing to learn approach to first- and second-order thinking is based on a two-step writing process involving freewriting that helps students discover what they think about a topic. In this approach, students use reflection to help them logically develop and control a topic. Classification tasks are integral to vocabulary-concept development and the inquiry approach to science. Classification tasks require that students identify attributes and sort into categories according to some rule. These tasks are important for the retention of information in memory. Instead of relying on special courses and texts, every teacher should employ methods such as these to create an atmosphere where students are encouraged to read deeply, question, engage in divergent thinking, look for relationships among ideas, and grapple with real life issues. (RH)

ED 325 660 CE 056 224
Kerka, Sandra
Interactive Videodisc in Vocational Education. ERIC Digest No. 105.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-105
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, Computer Simulation, *Educational Technology, Instructional Effectiveness, *Interactive Video, Learner Controlled Instruction, *Optical Disks, Postsecondary Education, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Interactive videodisc (IVD) offers a combination of media with practical applications in vocational education. IVD is superior to videotapes and other media in quality, applicability, and effectiveness. IVD can be used in different settings and for a variety of instructional applications. Although not appropriate for every learning situation, IVD has strengths, including student control of the interaction, instant feedback, and a two-way dialogue that engages the learner mentally and physically. Vocational educators have applied IVD in various ways: to teach employability skills; to provide remedial instruction for technical students with low math skills; to provide training in safety, security, and quality standards through simulation of workplace problems; and to provide tutorial and simulation of the use of a welding torch. Key factors in using IVD in vocational education are related to instructional design, teacher role, and costs. A basic question is whether IVD is the appropriate medium for the subject or situation. IVD, a highly learner-centered medium, definitely changes the role of the teacher, who acts more as a resource person or facilitator. Although cost seems to be a barrier, most equipment is modular and additions can be made over time. (11 references) (YLB)

ED 325 659 CE 056 223
Lankard, Bettina A.
Employability-The Fifth Basic Skill. ERIC Digest No. 104.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-104
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Employment Potential, Interpersonal Communication, Interpersonal Competence, *Job Skills, Secondary Education, *Skill Development, *Vocational Education, Work Attitudes
Identifiers—ERIC Digests

Communication, mathematics, science, and vocational skills are critical to an individual's career progression, but they do not guarantee job success. Many employers believe that employability skills are of primary importance. Because of the changing nature of today's employment picture, employers need creative, flexible workers who have a broad range of interpersonal and managerial skills. Categories of employability skills include individual competence, personal reliability skills, economic adaptability skills, and group and organizational effectiveness skills. Another grouping includes presenting a positive image, exhibiting positive work attitudes, practicing good work habits, practicing ethical behavior, communicating effectively, accepting responsibility, and cooperating with others. The best results in developing these skills seem to be achieved when employability skill training is integrated with academic and vocational skill training forming a set of five basic skills. Strategies for incorporating employability skill development concepts in the classroom include demanding good deportment, expressing work values through classroom instruction, encouraging self-esteem, promoting and displaying a positive attitude, and using instructional materials that illustrate the importance of employability skill development. (10 references) (YLB)

ED 325 658 CE 056 222
Imel, Susan
Adult Literacy Learner Assessment. ERIC Digest No. 103.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-103
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Adult Basic Education, *Adult Literacy, Competency Based Education, Evaluation Methods, Illiteracy, *Literacy Education, *Minimum Competency Testing, Performance, *Standardized Tests, *Student Evaluation, Student Participation
Identifiers—ERIC Digests, *Participatory Evaluation

Four major types of approaches to learner assessment are standardized testing, materials-based, competency-based, and participatory assessment. Standardized tests are easy and inexpensive to administer. Objections are their intrinsic defects and misuse. Materials-based assessment, the practice of evaluating learners on the basis of tests following the completion of particular curriculum materials, creates a closed system. Because competency-based assessment recognizes the importance of prior learning and rewards what individuals can already do, it is more compatible for use with adults. A criticism is that it is still a test given under classroom conditions. Participatory assessment has these features: a view of literacy as practices and critical reflection, the use of a broad range of assessment strategies, and an active role for learners in the assessment process. A criticism is that alternate forms of assessment lead to less demanding levels of achievement. Guidelines for selecting assessment instruments and procedures include: purpose of the assessment; appropriateness of the instrument; reliability, validity, and practicality of the instrument; and congruence between instrument/approach and instruction. (Five references are listed.) (YLB)

ED 325 657 CE 056 221
Imel, Susan
Locating and Selecting Information: A Guide for Adult Educators. ERIC Digest No. 102.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-102
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, *Clearinghouses, *Databases, Information Centers, Information Retrieval, *Information Seeking, Information Sources, Resource Centers, *Search Strategies
Identifiers—ERIC Digests

No matter what their role, knowing how to identify, select, and evaluate information resources are important processes for adult educators. Two of the main sources of information related to adult education are information databases and clearinghouses or resource centers. Two comprehensive references that can be used to select the most appropriate database are the "Encyclopedia of Information Systems and Services, 10th Edition" (1990) and "Datapro Directory of On-Line Services" (1990). The Educational Resources Information Center (ERIC) database is considered to be the primary source for adult education due both to its purpose and its history of service to the field. National and state-level clearinghouses and resource centers disseminate information about adult education to a variety of audiences. "The Directory of National Clearinghouses: Resource Centers and Clearinghouses Serving Adult Educators and Learners" (1990) provides information about national clearinghouses and resource centers. Two common strategies used to identify information resources are asking other people and searching information databases. Most information databases can be accessed both manually and by computer, and many are available in CD-ROM format. Guidelines to evaluate and select resources based on their content include authority of source, timeliness, relevance, depth, accuracy, and replicability. (Seven references are listed.) (YLB)

ED 325 303 SE 051 463
Blosser, Patricia E. Helgeson, Stanley L.
Selected Procedures for Improving the Science Curriculum. ERIC/SMEAC Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-26
Pub Date—90
Contract—RI88062006
Note—3p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Elementary School Science, Elementary Secondary Education, Higher Education, *Inquiry, Science and Society, *Science Curriculum, Science Education, *Secondary School Science, Teacher Education, Teaching Methods, Technology, Textbooks
Identifiers—ERIC Digests

This digest was prepared to provide some information about activities aimed at improving the science curriculum, a task that is neither easy nor simple. Six identifiable emphases are identified including: inquiry teaching; science, technology, and society; conceptual change; thematic science teaching; The Scope, Sequence, and Coordination project of the National Science Teachers Association; and interactive science learning. Other factors which influence the science curriculum including teacher preparation and textbooks are discussed. A list of eight references is provided. (CW)

ED 325 204 PS 019 068
Lubeck, Sally
Four-Year-Olds and Public Schooling. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-06
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Preschool Children, Preschool Education, *Public Education, *Public Schools
Identifiers—ERIC Digests, *Program Characteristics

This ERIC Digest discusses public schooling for 4-year-old children and other preschoolers. Sections concern: (1) conditions presently creating a need for child care and early education; (2) the population to be served; (3) program types, including the traditional preschool, the academic preschool, and a hybrid form; (4) program sites; and (5) child care in public schools. While the clamor to place 4-year-olds in public schools continues, it should be remembered that 4-year-olds are but one subgroup of the preschool population and schools provide only one alternative for their care and education. Questions about the public support of child care for all preschool children will continue to be raised. (RH)

ED 325 033 HE 023 950
Jones, Dionne J. Watson, Betty Collier
"High Risk" Students and Higher Education: Future Trends. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-3
Pub Date—Sep 90
Contract—RI88062014
Note—3p.; For the report on which this digest is based, see ED 321 726.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Failure, Academic Persistence, *Dropout Prevention, Dropout Research, *Educationally Disadvantaged, Higher Education, *High Risk Students, Institutional Role, Potential Dropouts, *Student Attrition, *Student Development, Student Problems
Identifiers—ERIC Digests

Student attrition is a major problem for American colleges and universities because an increasing number of enrollees fit the demographic and socioeconomic profile of "high-risk" students, who consist in general of minorities, the academically disadvantaged, the disabled, and those of low socioeconomic status. Declining enrollments leave institutions with unused building capacity, increased costs per student, funding difficulties, and increasing pressure to lessen the difficulty of the curriculum, thus undermining the school's academic significance. Understanding attrition and risk is critical to achieving success among the high-risk group by the 21st cdntury. Most students begin school with positive attitudes; however, differences in race, gender, and social class often begin to emerge in early childhood education and increase through high school and college. Through negative conditioning, such as prejudice and lack of understanding among teachers towards the "different" student, low self-esteem is unintentionally created and nurtured. This low self-esteem can in time force students to "cooperate" with forces that create antisocial behavior and influence the drop-out mentality when circumstances become difficult to deal with. High-risk students must be challenged to develop academic and non-academic skills and competencies associated with success in college, and teachers, counselors, and administrators must persist in seeing that programs are completed through appropriate nurturing behavior. Contains five references. (GLR)

ED 324 972 FL 018 964
Willetts, Karen F. Short, Deborah J.
Planning Middle School Foreign Language Programs. ERIC Digests.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-05
Pub Date—Nov 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Elective Courses, *Middle Schools, *Program Descriptions, Program Design, Program Implementation, Required Courses, *Second Language Instruction, *Second Language Programs
Identifiers—ERIC Digests

This digest highlights the planning phase of developing and implementing middle school foreign language programs, focusing particular attention on program types and criteria for selecting an appropriate program. Specific issues addressed include the following: (1) Which language or languages should be taught? (2) At what grade level should foreign language instruction begin?; (3) Should the foreign language courses be required or elective, and, if elective, should only certain students be enrolled?; (4) What is the optimal frequency and allocated time for a foreign language course?; (5) Which type of foreign language program should be offered? and (6) How can program articulation be established and maintained? (VWL)

ED 324 971 FL 018 963
Gebhard, Jerry G.
The Supervision of Second and Foreign Language Teachers. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

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Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-06
Pub Date—Nov 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Language Teachers, Learning Activities, *Second Language Instruction, *Teacher Education, *Teacher Supervision, Teaching Methods
Identifiers—ERIC Digests

Language teacher supervisors see their role as: (1) training teachers to go from their actual to ideal teaching behaviors; (2) providing a means for teachers to reflect on and work through problems in their teaching; (3) furnishing opportunities for teachers to explore new teaching possibilities; and (4) providing teachers with opportunities to acquire knowledge about teaching and to develop their own theory of teaching. It is important for supervisors to realize that the goal of supervision-improvement of instruction-is problematic because of the complex relationship between teaching and learning. The focus of training is on specific outcomes that can be achieved through a sequence of steps, commonly within a specified period of time. Some aspects of teaching are not easily mastered. A variety of activities focus on teacher development. These activities, incorporated into the supervisory process, provide opportunities for teachers to become more informed and capable of making their own decisions about improving their teaching. In most contexts, the creative supervisor, equipped with instruments to train and methods that offer teachers a chance to develop, can encourage teachers to learn and to build a more complex theory of teaching. (VWL)

ED 324 777 EA 022 305
McGuire, Kent
Emerging Issues in State-Level School Finance. ERIC Digest Series Number EA 56.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-10
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Educational Equity (Finance), *Educational Finance, Educational Needs, Educational Policy, Elementary Secondary Education, Equalization Aid, Expenditure per Student, Expenditures, Governance, Property Taxes, Resource Allocation, School Restructuring, *State Aid
Identifiers—ERIC Digests

The state role in educational funding as a major educational policy issue is discussed in this digest. The school finance system debate has been stimulated by property tax issues, changing demographic and economic conditions, emphasis on qualitative improvement, and school restructuring. Implications for local administrators include increased accountability for equal distribution of quality teachers, facilities, and materials within districts, and aggressive participation to inform policy makers. (4 references) (LMI)

ED 324 767 EA 022 289
Baas, Alan
Background Checks on School Personnel. ERIC Digest Series EA 55.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-9
Pub Date—90
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Child Abuse, Elementary Secondary Education, *Legal Responsibility, Libel and Slander, *Moral Values, *Personnel Selection, *School Districts, Sexual Abuse, *Teacher Background
Identifiers—ERIC Digests

Although it is relatively simple to check on applicants' basic professional competency, ensuring the moral competency of potential school employees is much more difficult. This digest examines major legal issues, district liabilities and responsibilities, suggested guidelines, and information sources involving employee background checks. Of more than 230,000 cases of child abuse in 1984, only about 200 involved school employees. Many lawmakers and educators favor applicant privacy rights, while others point to the potential for harmful behaviors besides child abuse. District size seems a major determinant of schools' screening practices. Whereas smaller districts rely more on references and informal sources, larger systems tend to use bureaucratized procedures and allow employees to start working before all checking is concluded. "Wrongful discharge" is also a major issue. Background checks are subject to twin problems: "saying too much" (risking defamation charges) and "asking too little" (risking a negligent hiring charge). Many states have mandatory FBI checks; some require fingerprint checks of all school applicants. Districts can also check local police records and state registries of known child abusers and must use careful documentation. The American Association of School Administrators and the National Association of State Boards of Education have prepared some helpful guidelines. The Teacher Identification Clearinghouse and a comprehensive handbook, "The Guide to Background Investigation" (Richard Long, 1989) are suggested resources. (Five references) (MLH)

ED 324 766 EA 022 288
Beswick, Richard
Evaluating Educational Programs. ERIC Digest Series Number EA 54.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EA-90-8
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Consultants, *Curriculum Evaluation, Elementary Secondary Education, Evaluation Methods, Portfolios (Background Materials), *Program Evaluation, *Student Evaluation, *Test Validity
Identifiers—ERIC Digests

In this digest, readers are introduced to the scope of instructional program evaluation and evaluators' changing roles in school districts. A program evaluation measures outcomes based on student-attainment goals, implementation levels, and external factors such as budgetary restraints and community support. Instructional program evaluation may be formative, summative, or "ex post facto." Although standardized testing is widespread, some evaluators use alternative methods to measure student attainment, such as standardized interviews, direct tests (reading and math demonstrations), and students' notes, art work, and other material. Others suggest using a program evaluation profile that reveals less tangible values. Community and school board input can significantly affect program evaluation, as four recent studies show. Although principals generally feel that evaluation benefits are minimal, superintendents tend to be more positive about program evaluation. The job of program evaluator is expanding from technical roles to political and advisory roles. In some innovative programs at the research and development stage, evaluators help identify goals and develop implementation strategies. Evaluators also translate policy questions developed by school boards and legislators into the more precise questions of program evaluation. In this new role, evaluators help fashion innovative programs with readily measurable features and become effective partners at all stages of program development. (Eight references) (MLH)

ED 324 195 SE 051 467
Dunham, Penelope H.
Procedures To Increase the Entry of Women in Mathematics-Related Careers. ERIC/SMEAC Mathematics Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-30
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Elementary Secondary Education, *Females, Intervention, *Mathematics, Mathematics Education, Student Interests
Identifiers—ERIC Digests, Mathematics Careers

The underrepresentation of women in mathematics-related careers has serious economic and social implications as the United States faces a shortage of scientists, engineers, and mathematically-trained workers. Future demands for technological workers have prompted a national effort to encourage all sectors of the population to consider careers in mathematics and science. This digest discusses the variables that affect participation in mathematics-related careers as well as types of intervention programs designed to recruit and retain women in mathematics and science. Five selected resource groups are listed. A list of 14 references is included. (CW)

ED 324 194 SE 051 464
Blosser, Patricia E.
Current Projects and Activities in K-12 Science Education Curriculum Development. ERIC/SMEAC Science Education Digest No. 3.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-27
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, Educational Change, Educational Trends, *Elementary School Science, Elementary Secondary Education, Futures (of Society), Program Descriptions, Science and Society, Science Curriculum, *Science Education, *Secondary School Science, Technological Advancement
Identifiers—ERIC Digests

Advances in science and technology, information in philosophy and psychology, and changes in society have placed different demands on science education than was the case in the 1960's. Post-Sputnik era curricula in science were organized to reflect the structure of the discipline and were aimed primarily at encouraging students to pursue science or science-related careers. The curriculum projects currently underway in the 1990's focus more on science for all, with an emphasis on future citizens. This digest discusses large-scale, national projects designed to reform science education. Activities that focus on teaching science to elementary and middle school students are emphasized. A list of 12 references is provided. (CW)

ED 324 193 SE 051 459
Howe, Robert W. Warren, Charles R.
Teaching Critical Thinking through Environmental Education. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-89-22
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 (1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Critical Thinking, Elementary Secondary Education, *Environmental Education, *Science and Society, Science Education, Secondary School Science, *Teaching Methods
Identifiers—ERIC Digests

The ability to think critically is essential if individuals are to live, work, and function effectively in a current and changing society. As adults, students will be living in a complex world and in a democracy where both individual and collective actions will require effective selection, processing, and use of information. National, state association, business, and industry reports on education produced in the 1980's called for increased emphasis on higher-order learning skills, including critical thinking skills. This digest includes: (1) a definition of critical thinking; (2) research findings concerning critical thinking; (3) a discussion of the role of environmental education in critical thinking instruction; (4) materials available for environmental education that emphasize critical thinking skills; and (5) assistance available to teachers wanting to modify instruction to emphasize critical thinking skills. A list of 14 references is included. (CW)

ED 324 192 SE 051 458
Howe, Robert W. Disinger, John F.
Teaching Desirable Environmental Ethics and Action through School Activities. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-21
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Drinking Water, Elementary School Science, Elementary Secondary Education, *Environmental Education, *Hazardous Materials, Pollution, Science Activities, *Science Curriculum, Science Education, Secondary School Science, *Student Attitudes, Water Quality
Identifiers—ERIC Digests, Radon

One of the major goals of environmental education is developing students with positive environmental ethics and motivated to take desirable environmental actions. Research indicates that attitudes and behaviors of individuals are frequently modeled after the attitude and behavior of others. Since most youth spend 6 to 7 hours per day in school buildings, a coordinated school environmental program that focuses on preventing and solving environmental problems at the school site can provide an excellent model of attitudes and behaviors for young people to emulate. Developing and operating a school environmental plan can be an important part of a school environmental education curriculum. This digest identifies several environmental concerns that should be included in a school environmental program. Problems emphasized include radon, drinking water, asbestos, and sick buildings. Ways to begin a school environmental program are suggested. Three sources of additional information are listed. A list of 13 references is included. (CW)

ED 323 813 FL 018 934
Wolfram, Walt
Dialect Differences and Testing. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-07
Pub Date—Oct 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dialects, *English, Language Tests, Lower Class, *Minority Groups, *Standardized Tests, *Test Bias, *Testing, Test Items
Identifiers—ERIC Digests

Questions are addressed that focus on why lower class and minority group test takers score lower on standardized tests than their middle class Anglo counterparts. The questions include the following: (1) In what ways can dialect differences affect testing? (2) How can dialect differences directly affect a test of language? (3) Shouldn't standard English forms be upheld as the correct norm for language tests when the goals of education typically require students to be familiar with standard English? (4) Is there a method for predicting which test items in a language test might be dialect-biased? (5) Are some tests more biased than others with respect to dialects? (6) In what ways might dialect differences influence tests not focused on language? (7) What knowledge about testing should educators have in order to be fair to test takers who speak vernacular dialects of English? and (8) What might be done to make tests more dialectically fair? (VWL)

ED 323 552 CS 212 507
Spooner, Michael
Contact Literature in English. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 87
Contract—400-86-0045
Note—4p.; This digest was changed to level 2 due to poor reproducibility.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors—Cross Cultural Studies, *Cultural Context, *English Instruction, Higher Education, Language Styles, Literary Styles, *Literature Appreciation, *Nonstandard Dialects, Secondary Education, World Literature
Identifiers—*Contact Literature, ERIC Digests

As English becomes institutionalized in nations that do not share its Western cultural traditions, the language broadens. The English produced in new contexts naturally takes on the flavor of its surroundings, delivering a blend of native and Western linguistic features, semantic and pragmatic qualities, literary heritages, and the like. The literature written in these distinctive varieties of English is often called contact literature. Writers of contact literature deny that a non-English culture is inexpressible in English and argue that the cultural material in contact literature will stretch or reshape the expressive qualities of English. The rise of contact literature in English provides an opportunity to study the literary effort of international writers and to observe the vital process of language change. This change is of special interest to English teachers and students, since it is their language they are observing, and since the development it undergoes will make it a more sensitive and authentic vehicle for creative expression of consciousness in Western and non-Western cultures. (RS)

ED 323 551 CS 212 506
Lehr, Fran
Revision. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 87
Contract—400-86-0045
Note—3p.; Printed on colored paper.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Error Correction, Higher Education, *Revision (Written Composition), Teaching Methods, *Writing Improvement, *Writing Skills, Writing Strategies
Identifiers—ERIC Digests

Revision is the heart of the composing process-the means by which ideas emerge and evolve and meanings are clarified. Yet students often see revision not as an opportunity to develop and improve a piece of writing but as an indication that they have failed to do it right the first time. Revision, whether done with computers or with pen and paper, will go beyond correction only if teachers emphasize the whole text over its parts. When this happens, students discover the power of writing as a means of shaping ideas and clarifying meanings rather than as a way of correcting errors or fulfilling a class requirement. Publishing student writings can be a powerful means of motivating revision, as can providing students with in-class time for revision and allowing flexible due dates for writing. (Seventeen references are attached.) (RS)

ED 322 275 UD 027 576
Wells, Amy Stuart
Public School Choice: Issues and Concerns for Urban Educators. ERIC/CUE Digest No. 63.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-3
Pub Date—Mar 90
Contract—RI88062013
Note—5p.; This publication was developed with funding from the National Committee on Public Policy.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Admission (School), Educational Improvement, Educational Research, Elementary Education, Free Choice Transfer Programs, Low Income Groups, Magnet Schools, Minority Groups, Open Enrollment, *Parent Participation, *Public Schools, *School Choice, *Urban Education
Identifiers—ERIC Digests

Existing choice plans, which allow parents and students to choose among a variety of schools, vary dramatically in size, shape, and purpose. Different types of choice programs have different impacts, especially on low-income and minority group students; and it is not yet clear how school choice programs should be structured to assure that those students with the fewest resources will not be shut out of the best schools. Reasons for the political appeal of choice plans include the following: (1) low-income and minority families can avoid poorly run and overcrowded urban schools; (2) free market, competitive principles are infused into a sluggish public education system; (3) individual families have more control over which schools their children attend and what services are provided; (4) a low-cost solution to problems in public education is provided; (5) pupil needs are better matched to school offerings; and (6) parent involvement may be increased. However, critics argue that many programs discriminate against poor and minority parents who are less informed about how the educational system works or are too overwhelmed with day-to-day survival to research the various educational options. There is a dearth of well-documented research on how school choice programs affect either academic achievement or educational opportunities. The following variations in choice programs are outlined: (1) controlled choice; (2) magnet schools; and (3) interdistrict and open enrollment. Recommendations for more equitable programs consist of the following suggestions: (1) a clear goal statement; (2) outreach to, and information and counseling for parents; (3) a fair, unrestrictive, noncompetitive, and equitable admissions procedure; and (4) provision of adequate transportation for students. A list of 11 references is appended. (FMW)

ED 322 274 UD 027 575
Mitchell, Vernay
Curriculum and Instruction To Reduce Racial Conflict. ERIC/CUE Digest No. 64.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-4
Pub Date—Apr 90
Contract—RI88062013
Note—3p.
Available from—ERIC Clearinghouse on Urban on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Conflict Resolution, Cultural Awareness, *Curriculum Development, Educational Research, Elementary Secondary Education, *Multicultural Education, Program Descriptions, *Racial Bias, *Racial Relations, Social Integration

Identifiers—ERIC Digests

Multicultural education, anti-racist education, and conflict resolution are curriculum-based approaches to reducing racial conflict. Since the 1930s, attempts have been made to develop curricula to change negative racial attitudes and encourage appreciation for people of all races. In the 1980s, multicultural education has focused on the unique qualities and the mutual interdependence of minority and majority groups within a society and of various communitites within the world system. However, some critics have suggested that education labelled "multicultural" evades the issue of racism by diverting attention to milder topics. Some studies demonstrate the limited effectiveness of multicultural programs and the fact that some school districts without minority group students do not promote the discussion of racial or ethnic differences. Anti-racist education and conflict resolution address racism by allowing teachers and students to analyze the inequalities in power and economic status that determine race relations. The following recommendations for evaluating and reforming curricula and school policy are suggested: (1) issue policy statements that cover broad school district philosophy, hiring practices, and the handling of bias-motivated incidents; (2) maintain racial and cultural diversity among school personnel; (3) provide services for victims of bias-motivated violence; (4) report and monitor trends in racial attitudes; (5) establish school-wide committees on human relations; (6) use the arts to encourage critical thinking about social issues; (7) check textbooks and other resources for bias; (8) reflect the cultural diversity of the school in teaching strategies; and (9) affirm racial and cultural differences with regular and special activities. A list of 16 references and six resources are appended. (FMW)

ED 322 273 UD 027 574

Ascher, Carol

Assessing Bilingual Students for Placement and Instruction. ERIC/CUE Digest No. 65.

ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-5
Pub Date—May 90
Contract—RI88062013
Note—5p.; This publication was developed with funding from the National Committee on Public Policy.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, *Bilingual Students, *Educational Assessment, Educational Research, Elementary Secondary Education, Limited English Speaking, Literature Reviews, *Standardized Tests, *Student Placement, Testing, *Testing Problems, Test Interpretation
Identifiers—*Curriculum Based Assessment, ERIC Digests

Standardized achievement and aptitude tests may be of very limited value in making placement or instructional decisions about bilingual students. The practice of categorizing standardized test scores by ethnic groups obscures the difficulties of administering and interpreting tests taken by bilinguals. Individuals who are bilingual have two language systems that overlap and are distinct; both are relied upon in a variety of ways, depending on the linguistic and communicative demands of everyday settings. It is not yet known how to measure the extent to which one of the languages of a bilingual student influences the other, or even how to describe bilingual competence. In test-taking situations, the switching and other linguistic adaptations of bilinguals create notable differences from the way that monolingual students perform. Because standardized tests in any language are biased in favor of native speakers, low test scores received by bilinguals are often interpreted as evidence of deficits or even disorders. The following commonly used options for administering standardized tests to limited English speakers are reviewed: (1) nonverbal tests; (2) translated tests; (3) use of interpreters; (4) tests that are norm-referenced in the primary language; and (5) true bilingual assessment. The educational opportunities of bilingual students would be improved by expanding diagnostic protocols to include information beyond standardized test scores and by creating assessment that is more directly based on curriculum. A list of nine references is appended. (FMW)

ED 322 147 SP 032 647

Abdal-Haqq, Ismat

The Influence of Reform on Inservice Teacher Education. ERIC Digest.

ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-2-89
Pub Date—89
Contract—RI88062015
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Ladders, Collegiality, *Educational Change, Elementary Secondary Education, *Inservice Teacher Education, Merit Pay, *Organizational Change, Participative Decision Making, School Based Management, *School Restructuring, *Teacher Improvement
Identifiers—ERIC Digests

Recent educational reform efforts have sought to restructure schools, changing the character of school culture and creating a need for a nontraditional approach to inservice teacher education. Inservice projects have been implemented which attempt to prepare practicing teachers for restructured schools and as participants in the restructuring process. This digest provides a brief overview of five emerging trends in inservice teacher education. Inservice programs are: (1) research based, reflecting a reform trend that roots school improvement efforts in theoretical soil; (2) preparing teachers to examine and assess their own practice, to become inquiring, reflective practitioners; (3) emphasizing collegiality; (4) preparing teachers to participate in decision making on varied school issues; and (5) helping teachers to qualify for professional advancement through differentiated staffing programs. (JD)

ED 322 080 SO 030 135

Hickey, M. Gail Braun, Patty

Social Studies and the Disabled Reader. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-6
Pub Date—Jul 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Disabilities, Educational Resources, Elementary Secondary Education, *Learning Disabilities, Learning Strategies, Mainstreaming, Reading Ability, *Reading Instruction, *Social Studies, *Special Needs Students, Student Needs, Teaching Guides, Teaching Methods
Identifiers—ERIC Digests

As a result of federal legislation, the effects of mainstreaming of special needs students are being felt now more than ever. Regular classroom teachers are responsible for much of the instruction for special needs students, even though they may lack necessary training in effective teaching techniques. Teachers of social studies may feel especially unprepared to deal with the needs of the disabled reader. This digest provides teachers with information and resources for differentiating social studies instruction for students with reading difficulties. Three questions are addressed: (1) Who is the disabled reader? (2) What are the special needs of disabled readers? and (3) What strategies can be used to teach social studies to disabled readers? (DB)

ED 322 023 SO 020 892

Gaunt, Philip

Teaching about Western Europe. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-SO-90-5
Pub Date—Jun 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Current Events, *Curriculum Development, Elementary Secondary Education, *Foreign Countries, Global Approach, *Instructional Materials, International Studies, Social Change, *Social Studies, Student Educational Objectives, *Teaching Methods, *World Affairs
Identifiers—ERIC Digests, *Europe (West), European Community, European Economic Community

Recent historical events have made it increasingly important to strengthen the study of Western Europe in U.S. schools. With full integration of the European Community after 1992, with the unification of the two Germanys, and with the newly democratic states of the old Soviet bloc seeking some form of association with the European Economic Community, Western Europe will inevitably continue to affect our lives in significant ways. And yet the speed and complexity of the changes that are taking place make it difficult for educators to gain access to recent relevant information and to develop coherent teaching programs about Western European affairs. This ERIC Digest (1) discusses why students should learn about Western Europe; (2) suggests where Western European studies belong in the curriculum; (3) outlines strategies for teaching the subject; and (4) lists a selection of key sources of information. (Author/DB)

ED 322 022 SO 020 891

Graves, Ginny

Teaching about the Built Environment. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-4
Pub Date—May 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Architecture, *Built Environment, Community Characteristics, *Curriculum Development, Elementary Secondary Education, Environmental Influences, *Heritage Education, Instructional Materials, Physical Environment, *Social Studies, Teacher Education
Identifiers—American Institute of Architects, ERIC Digests

Critical thinking, responsible citizenship, cultural literacy, social relevancy; these concerns of educators in the social studies can be addressed through teaching and learning about the built environment. The tangible structures that humans have created (bridges, houses, factories, farms, monuments) constitute the built environment. Objects in the built environment can be used to enhance teaching and learning in core subjects of the social studies (history, geography, civics, and economics). This digest discusses: (1) what built environment education is; (2) why it belongs in the school curriculum; (3) how to connect it to the social studies; (4) how to initiate successful programs on it in schools; and (5) model programs and resources for teachers. (Author)

ED 322 021 SO 020 890

Patrick, John J.

Social Studies Curriculum Reform Reports. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-3
Pub Date—Apr 90
Contract—RI88062009
Note—4p.
Available from—Publications Manager, ERIC

Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— Reports - Evaluative (142) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Problems, *Educational Change, Educational Resources, *Elementary School Curriculum, Elementary Secondary Education, Geography, History, *Secondary School Curriculum, *Social Studies
Identifiers—1980s, ERIC Digests

The 1980s were years of concern about the curricula in elementary and secondary schools. Throughout the decade educators in the social studies, as well as in other fields of knowledge, formed curriculum study groups to assess the status quo and to recommend improvements in widely distributed reports. This ERIC Digest examines: (1) four social studies curriculum reform reports of 1989; (2) the treatment of geography and history in these reports; (3) challenges to the expanding environments curriculum; and (4) implementation of recommendations for curriculum reform. (Author)

ED 321 977 SE 051 462

Blosser, Patricia E.

Procedures To Increase the Entry of Women in Science-Related Careers. ERIC/SMEAC Science Education Digest No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-25
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set by year and content area, $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Trends, Elementary School Mathematics, *Elementary School Science, Elementary Secondary Education, *Females, *Intervention, Junior High Schools, Mathematics Education, Middle Schools, *Science Careers, Science Education, Secondary School Mathematics, *Secondary School Science, Student Attitudes, Student Participation
Identifiers—ERIC Digests

Girls and boys start off equal in mathematics and science performance and interest in school. They appear to do equally well in both subjects in elementary school. Once courses become optional in secondary school, the down hill spiral in enrollment of female students in mathematics and physical science begins, accompanied by decreases in achievement and interest. This means that women are inadequately prepared for most college majors as well as those in technical fields. The findings of research, improvements in the situation, and intervention strategies to help increase girls' participation in science are discussed. Several resources for the identification of intervention programs are listed including four national networks of women in science and engineering. A list of 12 references is provided. (CW)

ED 321 976 SE 051 461

Howe, Robert W. Disinger, John F.

Resources for Educational Materials Related to Environmental Education, K-12. ERIC/SMEAC Environmental Education Digest No. 4.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-24
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00)
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Computer Software, Educational Trends, Elementary Secondary Education, *Environmental Education, Information Sources, *Instructional Materials, *Resource Materials, Science Education
Identifiers—ERIC Digests

This digest identifies selected sources of materials for environmental education. Included are: the Educational Resources Information Center; the United States Environmental Protection Agency; the Public Broadcasting System; the National Wildlife Federation; and the National Science Teachers Association. References and reviews of print, audiovisual, and computer software materials; Eco-NET; sources of technical information on the environment; local and state sources; and professional associations are discussed. Ten sources of environmental education information and six references are listed. (CW)

ED 321 975 SE 051 460

Howe, Robert W.

Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education. ERIC/SMEAC Environmental Education Digest No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-23
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conservation Education, *Educational Improvement, Educational Trends, Elementary School Science, *Elementary Secondary Education, *Environmental Education, *Information Sources, *Organizations (Groups), Secondary School Science, Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to the environment. To respond to these concerns, staff need to determine how they can improve their environmental education programs by modifying the content and skills emphasized in the curriculum, and supplementing instructional approaches. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. A list of 10 selected information sources with addresses is included. Seven references are listed. (CW)

ED 321 974 SE 051 455

Helgeson, Stanley L. And Others

Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-18
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Educational Trends, *Information Sources, *Mathematics Curriculum, Mathematics Education, *Organizations (Groups), Secondary Education, *Secondary School Mathematics, Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their secondary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 973 SE 051 454

Howe, Robert W. Suydam, Marilyn N.

Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-17
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00)
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Educational Trends, Elementary Education, *Elementary School Mathematics, *Information Sources, *Mathematics Curriculum, Mathematics Education, *Organizations (Groups), Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to mathematics. To respond to these concerns, staff need to determine how they can improve their elementary mathematics programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional approaches, and changing the use of technology. In this digest, sources of curricular frameworks, sources of information on materials and programs which have evaluation data, and sources of information on promising programs and materials are discussed. Highlighted are the National Diffusion Network and the National Science Foundation. A list of four selected information sources with addresses is included. Eleven references are listed. (CW)

ED 321 972 SE 051 452

Howe, Robert W. Warren, Charles R.

Resources for Educational Materials Related to Science Education, K-12. ERIC/SMEAC Science Education Digest No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-15
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Aids, Computer Software, Educational Trends, *Elementary School Science, Elementary Secondary Education, Instructional Materials, *Resource Materials, Science Curriculum, *Science Education, *Science Materials, *Secondary School Science
Identifiers—ERIC Digests

This digest identifies selected sources of materials for science education. Included are: the Educational Resources Information Center; the American Association for the Advancement of Science; the National Science Resources Center; the National Science Teachers Association; and publications produced by the California State Department of Education. Also identified are references and reviews of print, audiovisual, and computer software materials; PSI-NET; sources of research and report information; local and state sources; and professional associations. Five sources of science education information and nine references are listed. (CW)

ED 321 971 SE 051 443
Kasten, Margaret Howe, Robert W.
Students at Risk in Mathematics: Implications for Elementary Schools. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-6
Pub Date—88
Contract—RI88062006
Note—5p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and field of study, $3.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dropout Prevention, Dropouts, Elementary Education, *Elementary School Mathematics, *High Risk Students, *Mathematics Achievement, Mathematics Education, Mathematics Skills, Minority Groups, *Potential Dropouts
Identifiers—ERIC Digests

Two groups of students at risk of not developing adequate mathematical knowledge and skills are (1) the "typical or usual" and (2) "the nominal mathematics students"-those who do not achieve at a satisfactory level in mathematics and/or do not enroll in mathematics courses beyond typical required courses. This digest provides information for preventing and reducing the problems related to at-risk students. Included are: (1) descriptions of the potential dropout and of the nominal mathematics student; (2) a summary of at-risk students; and (3) an outline of ways to reduce the number of mathematically at-risk students. This section lists some variables associated with elementary school mathematics programs which in various combinations tend to produce a lower percentage of dropouts and a lower percentage of nominal mathematics students. Seventeen references are listed. (YP)

ED 321 970 SE 051 442
Kasten, Margaret And Others
The Role of Calculus in College Mathematics. ERIC/SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-5
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area, $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Calculus, *College Mathematics, *Curriculum Development, *Educational Trends, Higher Education, *Mathematics Curriculum, Mathematics Education, Teaching Methods
Identifiers—ERIC Digests

Calculus has become the center of a heated debate with[illegible] the mathematics community. There are th[illegible] question the very centrality of calculus in th[illegible]atics curriculum. Evidence indicates th[illegible]urrent calculus courses are not serving stu[illegible]ll. In addition, computers and advanced calc[illegible] can now do many of the manipulations that students learn in calculus. Discussed in this digest are: the status of calculus in high school mathematics, enrollment and success patterns in college calculus, the calculus needs of various college majors, calculus teaching methods in colleges and universities, and curriculum development support from the National Science Foundation. A list of 11 references is included. (CW)

ED 321 968 RC 017 857
Pepper, Floy C.
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-RC-90-8
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alaska Natives, American Indian History, American Indians, *American Indian Studies, *Curriculum Development, *Curriculum Problems, *Elementary Education, Eskimos, *Ethnic Bias, *Ethnic Stereotypes, Federal Indian Relationship, Information Sources, Instructional Improvement
Identifiers—ERIC Digests

This ERIC digest gives elementary school teachers realistic information about American Indians and Alaska Natives and identifies some of the common myths based on ethnic bias. Bias against Indians is often the result of inaccurate information. Stylized classroom accounts of Indian life reinforce "buckskin-and- feather" or "Eskimo and igloo" stereotypes. Indians who defended their homelands from invaders have been portrayed as enemies of progress, barriers to frontier settlement, and, more recently, a "social problem" draining national resources. Teachers can be victims of the instructional materials they count on, and so they should become consciously aware of the processes by which they choose such materials. In recent years, American Indians have recognized their right to insist upon accurate and unbiased accounts of their own history and culture and more and more educators are realizing that this right extends to all students. Myths about native peoples are commonplace, occurring in history, law, sociology and economics. Many people believe, for example, that American Indians share a common language and culture, when there are actually more than 300 officially recognized tribes, distinct in many ways including language. Other examples of myths about Indians include the "first Thanksgiving" stories that were created in the 1890s to promote the "melting pot" theory of American social progress. Instead of repeating such myths, teaches should encourage classroom discussion of real and current Indian issues (such as land and fishing rights) as a means of teaching American Indian history and establishing Native Americans as a people. This document includes 10 references and a 4-item annotated list of essential resources. (TES)

ED 321 967 RC 017 856
Hartshorn, Robert Boren, Sue
Experiential Learning of Mathematics: Using Manipulatives. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-5
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, Elementary Secondary Education, *Experiential Learning, Information Sources, *Instructional Effectiveness, *Manipulative Materials, *Mathematics Instruction, *Methods Research, Object Manipulation, State Aid
Identifiers—Activity Based Curriculum, ERIC Digests

This ERIC digest examines recent research about the use of manipulatives to teach mathematics. "Manipulatives" refers to objects that can be touched and moved by students to introduce or reinforce a mathematical concept. The digest also speculates on some of the challenges affecting future use of manipulatives. Since the 19th century, educators have advocated the active involvement of children in learning. Research suggests that manipulatives are particularly useful in helping children move from the concrete to the abstract level. Building the bridge between these levels, however, requires careful structuring of manipulatives by the teacher. Studies indicate that manipulatives can be effective when used properly. Issues relating to the implementation and success of manipulatives include the availability of manipulatives, the period of students' exposure to manipulatives, and teachers' experience and training. Two influences will probably affect the use of manipulatives in the future: schools' efforts to conform to the "Curriculum and Evaluation Standards for School Mathematics" and the commitment of state resources to transform theory into practice. Some state and local initiatives have mandated the implementation of manipulatives through policy, law, or curriculum documents. Among the states that mandate or encourage manipulative use are California, North Carolina, Tennessee, and Texas. The document concludes that further research is needed to shed more light on the effectiveness of manipulatives in both elementary and secondary schools. The document includes 10 references. (TES)

ED 321 966 RC 017 855
Ferrell, Susan
Adult Literacy Programs in Rural Areas. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-70
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Literacy, *Adult Reading Programs, Economic Development, Educational Objectives, *Educational Strategies, Functional Literacy, High School Equivalency Programs, Literacy Education, Program Effectiveness, Rural Areas, Rural Development, *Rural Education
Identifiers—Equality (Social), ERIC Digests

This ERIC digest examines states' goals of rural literacy programs and the types of programs that have proven effective in the past. It includes several definitions of literacy applied by effective rural literacy programs. It also examines the conditions that support or limit widespread influence of effective programs in rural areas. The level of concern about adult literacy in rural areas varies with economic, social, and political differences. Literacy programs vary with the definitions of literacy those areas adopt. Goals for adult literacy programs may include promoting economic productivity, increasing social equity, or stimulating political change. Competency-based programs generally define literacy as the minimum skill required for a high school diploma. Volunteer programs serve adults whose reading achievement is below the fourth-grade level. Community-oriented programs help adults determine their own reading needs. Some U.S. rural literacy projects offer a single service while others offer more, such as tutors, learning centers, and independent-study projects. A scarcity of available funding often limits rural literacy programs. Moreover, the goal of many programs, that of improving the rural economy, can pose a potential threat to program effectiveness. If the expected economic benefits fail to develop, programs can lose the support of external funding sources. Nevertheless, rural literacy programs manage to persist and to succeed for many reasons, among them the involvement of the community in program development, promotion, and evaluation. (TES)

ED 321 965 RC 017 854
Kleinfeld, Judith
The Case Method in Teacher Education: Alaskan Models. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-RC-90-6
Pub Date—Jun 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Case Studies, Instructional Effectiveness, *Instructional Innovation, *Instructional Materials, *Methods Research, Rural Education, *Teacher Education, Teacher Educator Education, Teacher Improvement, Teaching Methods
Identifiers—Alaska, ERIC Digests

This ERIC digest discusses the theoretical basis of case teaching and examines its strengths and limitations as a tool for teacher education. Case teaching presents authentic, concrete teaching problems for students to analyze. The study of a classroom fight, for example, might draw discussion of racial, ethical, political, and other community issues, as students consider questions faced by teachers and administrators in such situations. The case method has long been used in professional training for business, law, and medicine, but has only recently been explored in the preparation of teachers. Case method teaching provides vicarious experience of a variety of concrete cases, sharpening students' understanding of the profession. It offers models of how to think professionally about problems, and enhances teachers' ability to learn from their own experiences. The case method also illuminates human exchanges that are often the core of teaching problems, increases students' repertoire of educational strategies, and helps students learn to spot issues early. Case method teaching is, however, not a systematic means of teaching, nor do cases give students actual practice in pedagogical skills. Some faculty find it hard to locate good case-teaching materials or fear that classes can degenerate into pointless exchanges of personal opinions. The document lists sources for cases and provides pointers on instruction. It encourages teacher educators to develop their own cases that fit into a particular educational context such as an ethnic community or a rural small school. The document also includes sources of Alaska cases developed by rural educators. (TES)

ED 321 964 RC 017 841
Lutz, Frank W.
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-11
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consolidated Schools, Cost Effectiveness, Educational Equity (Finance), Educational Policy, Educational Trends, Elementary Secondary Education, *Policy Formation, Rural Education, Rural Schools, Rural Urban Differences, *School District Reorganization, *School Effectiveness, *School Size, *Small Schools, State Action
Identifiers—ERIC Digests

This ERIC digest examines the slowed pace of school district reorganization since 1970 and the expanded role of state education agencies (SEAs). It also reports trends that influence consideration of various reorganization forms and considers the framework in which future policy options may take shape. The decades from 1940 to 1970 show the largest declines in the number of U.S. school districts, largely attributable to the reorganization of small and rural districts. Still, in 1987-88, approximately 53% of all schools were located in nonmetropolitan areas. The slowed pace of school-district reorganization since 1970 seems not to be caused by any reduction in the power of the various SEAs. Several trends, in fact, suggest that the influence of SEAs may be increasing in rural areas. Other trends that influence school-district reorganization include: (1) litigation over fiscal equality; (2) problems in reaching consensus on what adequate support for education might be; and (3) research findings that indicate possible negative effects of large scale organizational units on learning, especially for at-risk students. Education reform in the 1980s has reflected a national, often urban-based consensus. Rural and small schools, especially in impoverished areas, are more likely to be judged "inefficient" than large urban ones. Research suggests, however, that what happens in the classroom is still the ultimate measure of the effectiveness of school-reform. Small-scale reorganization has shown potential for positive educational results. Policymakers continue to face the task of balancing small schools' higher costs with the advantages they offer, especially for at-risk students. (TES)

ED 321 963 RC 017 840
Garcia, Eugene
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-9
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Bilingual Education, *Bilingualism, Bilingual Students, Elementary Secondary Education, English (Second Language), Hispanic Americans, Language Dominance, Language Handicaps, *Language of Instruction, *Language Role, Social Influences, *Spanish Speaking
Identifiers—ERIC Digests

This ERIC digest considers three important issues for educators of bilingual students, specifically Spanish-American children. First, it articulates the ongoing debate about which language to use for instruction. Second, it examines myths about the negative effects of bilingualism. And finally, it presents supporting evidence and suggestions for creating a responsive educational environment for bilingual Mexican-American students. The bilingualism debate pits those who believe that two-language instruction helps develop general language and thinking skills against those who believe early and intensive English instruction is the most effective and appropriate way for learning in an English-dominant environment. Early research identified bilingualism as a handicap, finding that bilingualism caused language confusion among children. More recent studies show that young children who live in nurturing bilingual environments do not develop linguistic handicaps and even demonstrate cognitive advantages over monolinguistic children. Current studies support the idea that bilingual language instruction should match the natural social context of the student, showing that the better a child masters language in general, the better that child performs academics in English. The digest concludes with five recommendations for teachers who wish to give rewarding instruction to bilingual and Spanish monolingual students. This digest includes 10 references. (TES)

ED 321 962 RC 017 839
Hunter, James Howley, Craig B.
Undocumented Children in the Schools: Successful Strategies and Policies. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-10
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Court Litigation, Elementary Secondary Education, Equal Education, *Legal Responsibility, Public Education, *School Responsibility, Staff Role, *Student Rights, *Undocumented Immigrants
Identifiers—ERIC Digests, Supreme Court, *Undocumented Students

This ERIC digest reports the background effects, and implications of Plyler v. Doe, a 1982 U.S. Supreme Court ruling guaranteeing the right of undocumented immigrant children to attend public school. The document is divided into five parts. "Background of the Plyler Case" describes the Plyler v. Doe ruling and the Texas law that the Court held to be unconstitutional under this ruling. "Undocumented Children in the United States" describes the everyday difficulties experienced by undocumented children and their families. "Access: Students' Rights and Schools' Responsibilities" describes how and why state residency requirements cannot be used to deny public education to undocumented children and emphasizes that school staff should be aware of these students' rights. "What Should School Staff Do?" describes practices schools should avoid regarding undocumented students, and makes recommendations regarding their proper treatment. "The Bottom Line" emphasizes how staff sensitivity can foster the atmosphere of acceptance and trust that undocumented students need. This digest includes 10 references. (TES)

ED 321 961 RC 017 838
Valdivieso, Rafael
Demographic Trends of the Mexican-American Population: Implications for Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-10
Pub Date—Sep 90
Contract—RI88062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Dropout Rate, Educational Attainment, Elementary Secondary Education, *Employment Patterns, Income, *Low Income, *Mexican American Education, *Mexican Americans, *Population Trends, Poverty, *Residential Patterns, Socioeconomic Influences
Identifiers—ERIC Digests

While becoming increasingly important to the economic and social development of the United States, Mexican-Americans still face barriers that hinder their full partnership in U.S. society. This ERIC digest is a summary of the latest available demographic and socioeconomic trends on Mexican-Americans. It discusses the broad implications for education that follow from these trends. In 1990, the Census Bureau estimated that 12,565,000 Mexican-Americans were living in this country, and that Mexican Americans represented the most rapid growing ethic group in the U.S. due to its high immigration and fertility rates. Mexican Americans are becoming increasingly an urban population, concentrated in California and Texas. Mexican-American population characteristics include younger age, larger family size, marital stability, the least educational attainment, and low-status occupations. In 1988 about 25% of all Mexican American families lived below the official poverty line; many of these families include working adults, but their wages are generally so low that they remain part of the "working poor." The final section of the digest considers the implications of these demographic and socioeconomic characteristics in terms of the following: (1) young-adult school dropouts; (2) young parents; (3) cultural and language considerations for schools; (4) the need for expanded preschool opportunities; and (5) Mexican-American students' need for guidance, encouragement, and counseling. This document includes 11 references. (TES)

ED 321 890 PS 018 960
Cummings, Carolyn
Appropriate Public School Programs for Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Curriculum, *Early Childhood Education, *Educational Development, Educational Philosophy, Inservice Teacher Education, Parent Participation, *Pro-

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gram Development, *Public Schools
Identifiers—Developmentally Appropriate Programs, ERIC Digests, Screening Programs

This digest discusses issues related to the implementation of high quality early childhood education by public school districts. Contents focus on: (1) the development of a written statement of philosophy; (2) the analysis of screening and assessment practices; (3) organization of the learning environment; (4) teacher preparation; (5) parent involvement; (6) collaboration with the community; and (7) ways to sustain programs. It is concluded that public schools can change to better meet the needs of young children. Such changes should be carefully planned and based on research and theory about what is appropriate for young children. Changes should be supported by commitment from the district's decision makers and by an increase in the time allotted for planning, training, and problem solving. Each change can be implemented over a period of time so that those involved have time to make preparations. (RH)

ED 321 843 PS 018 869
Child Sexual Abuse: What It Is and How To Prevent It. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—PS-EDO-5-90
Pub Date—90
Contract—RI88062012
Note—3p.; Adapted from the flyer "Child Sexual Abuse: What It Is and How to Prevent It" (1988) by the American Academy of Pediatrics.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, Definitions, Guidelines, *Parent Responsibility, *Prevention, *Sexual Abuse
Identifiers—ERIC Digests

This digest is intended to help parents prevent child sexual abuse. The digest provides facts about child sexual abuse and guidelines for dealing with abuse. Sections of the digest address the following questions: (1) What is child sexual abuse? (2) Could my child be sexually abused, and if so, by whom? (3) How would I know if my child is being sexually abused? (4) If my child reveals sexual abuse, what should I do? (5) Can I deal with sexual abuse in my family without contacting the authorities? (6) What will happen to the child and the offender if sexual abuse is reported? and (7) What can parents do to prevent sexual abuse? Resources for further information are listed. (RH)

ED 321 835 JC 900 446
Williams, Dana Nicole
Correctional Education and the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-05
Pub Date—Dec 89
Contract—RI88062002
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Associate Degrees, *Classroom Techniques, Community Colleges, *Correctional Education, Correctional Institutions, *Correctional Rehabilitation, Individualized Instruction, Institutional Cooperation, *Prisoners, Recidivism, *Teacher Characteristics, Two Year Colleges, Vocational Education, Vocational Rehabilitation
Identifiers—ERIC Digests

Recent studies on correctional education point to the value of such programs in helping to train and rehabilitate those inmates disposed to such opportunities. Because of their vocational curricula and community service orientation, community colleges are in an ideal position to educate prison inmates. While in 1965, only 12 correctional education programs were in operation, by 1982 at least 350 functioning programs were reported. Three-quarters of these programs are sponsored by community colleges, which provide courses that range from basic math and reading to vocational instruction. Over 80% of the programs are held inside of the prisons, and most are staffed by part-time faculty. Recent studies have shown that prison programs have produced positive behavioral changes, improved math and verbal skills among student inmates, and may account for a decrease in the recidivism rate of inmates who receive vocational training. Along with such benefits, prison programs also encounter problems including an unstable financial base, inadequate coordination and articulation among prisons, interagency and interpersonal conflicts, and high faculty turnover. In many cases, faculty are unprepared for the significant differences in the environment and their roles between regular classroom instruction and prison instructors, and many burn out quickly. Important characteristics for correctional program teachers include good listening skills, the ability to curb their own aggressive behavior, the capacity to work effectively in a relaxed classroom atmosphere, and the ability to work one-on-one with students. (GFW)

ED 321 834 JC 900 435
Heaney, Barbara
The Assessment of Educational Outcomes. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-90-01
Pub Date—Jul 90
Contract—RI88062002
Note—4p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *College Outcomes Assessment, College Planning, Community Colleges, Educational Trends, *Evaluation Criteria, Evaluation Problems, *Evaluation Research, Graduate Surveys, Institutional Evaluation, Legislators, Models, *Outcomes of Education, Two Year Colleges
Identifiers—ERIC Digests

With the growing demand for accountability by legislators, outcomes assessment has become a much higher institutional priority for community colleges. According to a recent survey, two-thirds of the states have implemented formal assessment initiatives, compared to a very few states only 1 year earlier. Institutions, however, must be careful that assessment is not used only to ensure accountability, but also to enhance institutional quality. Effective and meaningful assessment evolves within a collaborative framework in which both legitimate legislative needs and the integrity of institutional autonomy are respected equally. Follow-up studies and job placement surveys are often adequate for institutional needs but do not sufficiently fulfill state requirements. Some colleges have therefore implemented comprehensive assessment programs which attempt to evaluate quality at all levels, over time, through systematic reviews of academic programs and services and longitudinal studies of educational trends. One model identifies six areas of concern faced by all colleges: access and equity; employment preparation and placement; college/university transfer; economic development; college/community partnerships; and cultural and cross-cultural development. In 1988, a national study of outcomes measures investigated the use of academic progress and employment outcomes, student learning outcomes, and student satisfaction outcomes among a sample of 675 institutions of the American Association of Community and Junior Colleges. Over 90% of the respondents expected outcomes measures to maintain their current priority or increase in priority over the next 3 to 5 years. The results of outcomes assessment should help colleges identify where present efforts and priorities lie and where they should be placed. (JMC)

ED 321 833 JC 900 434
Quimbita, Grace
Internationalizing the Community College: Examples of Success. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-08
Pub Date—Dec 89
Contract—RI88062002
Note—4p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Cross Cultural Studies, *Cultural Awareness, *Curriculum Development, *Foreign Students, Global Approach, International Cooperation, *International Educational Exchange, *International Programs, Second Language Instruction, Study Abroad, Two Year Colleges
Identifiers—ERIC Digests

With the growing technological, economic and political interdependence between nations, the word "community" has come to have international implications. In order to alleviate American ignorance about other nations and global issues, community colleges must institutionalize international perspectives into their curricula. More than 50% of all foreign undergraduate students are enrolled at community colleges, and these students are an untapped resource for promoting cultural awareness on campus and in the surrounding community. Rockland Community College (RCC) and Brevard Community College encourage foreign students to offer tutoring in their native languages and advice on travel to their homelands. Community college curricula can be internationalized through specifically designed courses or through the incorporation of lectures or assignments on global themes into existing courses. The nursing department at RCC, for example, has added a cross-cultural perspective to its curriculum by exposing students to local immigrant populations and the health issues affecting them. Some colleges bring an international flavor into their curricula through foreign language courses or study abroad programs. Work-study abroad programs offer career-oriented students a chance to gain employment experience and contacts while exploring another country. Another important aspect of an international curriculum is broadening the outlook of faculty and staff. This can be accomplished through travel study programs, faculty exchanges, and college consortia. The soundest advice for colleges attempting to internationalize their curricula is to relate new international ventures to the existing resources, programs, and mission of the college. (JMC)

ED 321 791 JC 900 377
Hernandez, Kathleen Rodarte
Are New Models of Student Development Needed? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-06
Pub Date—Dec 89
Contract—RI88062002
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Role, Community Colleges, Futures (of Society), Individual Development, Institutional Mission, *Models, *Student Development, Student Improvement, *Student Personnel Services, *Student Personnel Workers, *Theory Practice Relationship, Two Year Colleges
Identifiers—ERIC Digests

Although the role of the student development professional has changed along with the mission of the community colleges, the models providing a theoretical framework for the profession have remained relatively unchanged. In 1937, the American Council on Education published a statement which declared that student development professionals were to facilitate the intellectual, personal, social, and moral development of the student. A number of theoretical models have since evolved. In 1972, a Human Development Facilitator Model was proposed that presented the student personnel worker as committed to positive human development and as possessing the skills and expertise needed to implement programs for the realization of human potential. Another model, the Maintenance Model, reduced the student development function to an unintegrated set of services available through various offices of the college. In 1975, the American College Personnel Association released a position paper which emphasized the intentional and systematic use of adult development theories in carrying out assigned functions, such as skill and attitude development and the integration of learning experiences. In 1986, the League for Innovation in the Community College reaffirmed the principles of student development established in previous years and recommended minimum requirements for assuring student success. Challenges expected to influence the student development profession in the coming decade include the quality reformation, educational technology, financial constraints, changes in institutional mission, and enrollment management. These challenges will required the development of innovative strategies and practices to address future needs. (JMC)

ED 321 773 IR 053 285
McQueen, Judy
Creating and Maintaining the Bibliographic Database for Library Automation. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-90-2
Pub Date—Jul 90
Contract—RI88062008
Note—4p.
Pub Type— Guides - General (050) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bibliographic Databases, *Library Automation, *Library Catalogs, *Machine Readable Cataloging
Identifiers—ERIC Digests, MARC

This digest highlights bibliographic file creation and maintenance practices that affect a library's ability to use various automated system capabilities for current and future applications. The first section covers database creation options, cataloging resource file forms, and record creation and editing. The importance of adherence to MARC formatting and a consistent format are stressed in the next two sections. Correcting a defective database is addressed in the fourth section. The fifth section lists guidelines for a healthy bibliographic file: (1) follow the established national standard for recording and formatting bibliographic data (MARC format); (2) include and maintain all relevant data elements in the records; (3) consider future system requirements and capabilities; (4) pay attention to coded data elements and standard numbers in record creation and editing; (5) select an automated library system with the ability to output records in MARC format; and (6) document changes in database creation practices, procedures, and policies. (5 references) (MES)

ED 321 724 HE 023 834
Mauch, James E. And Others
The Emeritus Professor: Old Rank, New Meaning. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-2
Pub Date—90
Contract—RI88062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Rank (Professional), *Aging in Academia, *Faculty College Relationship, Higher Education, Negotiation Agreements, *Retirement, Teacher Employment Benefits, Teacher Rights, *Teacher Role, Trend Analysis
Identifiers—*Emeritus Professors, ERIC Digests, Faculty Status

This digest summarizes issues raised in a research report on the academic rank of the emeritus professorship and retirement. Among the questions addressed are: What prompts an interest in the emeritus status? What trends presage its restructuring? What changes in the emeritus rank are likely? How might a new emeritus rank help solve problems of abolishing a compulsory retirement age? and What should colleges and universities do? The interest in emeritus status is now coinciding with the demise of compulsory retirement. Recent studies illustrate how personnel procedures can utilize fresh conceptions abut the meaning of emeritus status to the mutual benefit of faculty and institution. Trends show the number of emeriti is large and growing, they are becoming more assertive, and they are organizing. Changes in emeritus status would include a part-time working rank, the benefits of which would be negotiated on an individual basis within stated institutional policy. Several problems will emerge if compulsory retirement is abolished, such as making funding available for new teachers and getting rid of deadwood. It is recommended that universities start planning roles now for the emeritus role using the faculty senate as the planning vehicle. Contains 4 references. (GLR)

ED 321 705 HE 023 723
Brittingham, Barbara E. Pezzullo, Thomas R.
The Campus Green: Fund Raising in Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-90-1
Pub Date—90
Contract—RI88062014
Note—3p.; For the full report, see HE 023 724.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrative Policy, *Donors, Educational Finance, *Ethics, *Fund Raising, Higher Education, Institutional Advancement, Models, Motivation, *Private Financial Support, Private Schools, Public Education, Research Needs, Trend Analysis
Identifiers—ERIC Digests

This digest summarizes issues raised in a research report on fund raising in higher education. The following questions are addressed: What are the changes and trends since the early days of educational fund raising? What are the implications? What is known about spending? What is known about donor behavior? What are the major ethical issues? What are the practical implications? and Where should future research focus? Among trend changes noted is the expansion of fund raising from independent colleges to public institutions, the replacement of the notion of charity by that of philanthropy, and the changing place of fund raising from a peripheral to a central institutional activity. A consistent association between dollars spent on fund raising and results of fund raising is noted, and it is suggested that internal rather than cross-institutional comparisons should be used for determining optimum spending levels. Research on donor behavior is seen to favor exchange models over models of altruism. Ethical issues are identified concerning provision of information to donors, knowing which gifts to refuse, and determining obligations of fund raisers. Practical suggestions are made to institutions (e.g., they should consider sources of private support strategically) and suggestions are made to professional associations and foundations (e.g., they should support institutions in shaping their fund raising to reflect demographic changes). It is recommended that additional research address spending and the effectiveness of fund raising, consistency of college mission, and formation of alumni donors' attitudes. Includes four references. (DB)

ED 321 704 HE 023 722
Morse, Suzanne W.
Renewing Civic Capacity: Preparing College Students for Service and Citizenship. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, DC. School of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-8
Pub Date—89
Contract—RI8806214
Note—3p.; For the full report, see ED 320 524.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Role, *Citizenship Education, *Citizenship Responsibility, Community Responsibility, *Educational Objectives, Higher Education, Models, Values Education
Identifiers—ERIC Digests

This digest summarizes a full length report on preparing college students for citizenship responsibilities. The following questions are considered: What is citizenship and public life? What is higher education's role in educating for citizenship? and what are the skills for a renewed civic life?. The importance of citizens integrating their public and private lives for maximum social productivity is stressed. Higher education offers a setting, a curriculum, and an established community, all aimed at developing human beings for living in a public world. Three models can define the citizen's role: electoral-competitive, representative, and participatory democracy. Each model requires different attitudes, skills, and levels of participation. Colleges and universities can help students expand their notions of citizenship through the classroom structure, by providing opportunities for experiential learning, and in creating a campus community where all constituencies can think together about their shared lives. Includes 11 references (DB)

ED 321 624 FL 800 269
Weinstein-Shr, Gail
Family and Intergenerational Literacy in Multilingual Families. NCLE Q & A.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 90
Contract—RI89166001
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Educational Objectives, English (Second Language), Family Characteristics, *Family Programs, Instructional Materials, *Intergenerational Programs, *Literacy, *Literacy Education, Multilingualism, *Teaching Methods

The questions and answers in this document focus on the way that families affect and create the conditions for literacy development and use among family members. The following questions are addressed: (1) What is family literacy? Is it the same as intergenerational literacy? (2) What are the goals of family and intergenerational programs, and what are some models for working toward those goals? (3) What are some of the instructional approaches, methods, and techniques used in family literacy programs? (4) What are some materials and resources that have been developed for family and intergenerational literacy programs? and (5) What are some promising directions for the future? Eighteen references and 10 suggestions for further reading are included. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 623 FL 800 268
Spanos, George Smith, Jennifer J.
Closed Captioned Television for Adult LEP Literacy Learners. ERIC Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-04
Pub Date—Aug 90
Contract—RI89166001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Students, *Captions, Elementary Education, *English (Second Language), Instructional Materials, *Limited English Speaking, *Literacy Education, Teaching Methods, *Television
Identifiers—*Closed Captioned Television, ERIC Digests

Closed captioning is the process by which audio portions of television programs are transcribed into words that appear on the television screen at the same time as the program. This digest focuses on using closed captioned television for teaching limited-English-speaking literacy learners, and looks at: (1) the educational uses of closed captioned television (CCTV); (2) CCTV for English-as-a-Second-Language (ESL) elementary students as well as adult students; and (3) the identification, selection, and adaptation of CCTV for materials for use with adult ESL literacy learners. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 622 FL 800 267

Blanton, Linda

Talking Adult ESL Students into Writing: Building on Oral Fluency To Promote Literacy. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-90-05

Pub Date—Aug 90

Contract—RI89166001

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Students, College Students, *English (Second Language), Higher Education, *Language Fluency, *Literacy, *Oral Language, Teaching Methods, *Written Language

Identifiers—ERIC Digests

In English-as-a-Second-Language (ESL) classes at the college level, students are often enrolled who have a high degree of oral fluency, but little proficiency in reading or writing. Developmental ESL students need a solid start toward "inventing" themselves as readers and writers. One method of teaching ESL students to write is to build on their level of oral fluency. Situations can be created in the classroom where students collaborate as partners by sharing their personal histories aloud. After students have discussed their broadly focused personal histories, they narrow the focus to one specific aspect (e.g., a childhood memory). Students are encouraged to take notes during the talking and listening phase of their work. This helps them make the transition from the oral to the written phase of their work, and enables students to understand how texts are created on the basis of personal significance. Writers narrow and organize their material on the basis of what is significant to them. Likewise, readers/listeners focus on areas they find to be significant. Within this approach, students begin to make connections between writing and reading that they did not make before. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 621 FL 800 266

Brod, Shirley

Recruiting and Retaining Language Minority Students in Adult Literacy Programs. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-LE-90-06

Pub Date—Aug 90

Contract—RI89166001

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Adult Literacy, *English (Second Language), *Literacy Education, *School Holding Power, *Student Recruitment

Identifiers—ERIC Digests

As the nation has become aware of the scope of adult illiteracy and its tremendous cost, literacy programs have proliferated. New populations of language minority adults are becoming eligible for and involved in an increasing number of these programs. They include, among others, refugees whose training is no longer funded by the Office of Refugee Resettlement, and newly legal amnesty clients who have come into Adult Basic Education programs from classes conducted under the Immigration Reform and Control Act of 1986. It is necessary to consider how recruitment and retention of these and other students in literacy programs can be enhanced. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 620 FL 800 265

Thar, Robert

International Literacy Year. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-90-03

Pub Date—Aug 90

Contract—RI89166001

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Educational Objectives, *Illiteracy, International Cooperation, *Literacy, Primary Education

Identifiers—ERIC Digests, *International Literacy Year 1990, UNESCO

The United Nations Education, Scientific, and Cultural Organization's goal of achieving 100 percent international literacy by the year 2000 led the United Nations General assembly to proclaim 1990 as International Literacy Year. This proclamation was linked to the formulation of a plan of action to assist member states in all regions of the world to wipe out literacy by the end of the twentieth century. The goals of International Literacy Year include the following: (1) to promote better understanding internationally of the problems of illiteracy; (2) to strengthen and revitalize existing primary education programs; (3) to encourage new programs to reach adult illiterates; and (4) to promote the struggle against reverting to previous levels of illiteracy. There are a number of major international efforts to promote literacy, largely through the International Task Force on Literacy, a coalition of over 35 international nongovernmental organizations involved in adult education and literacy. UNESCO will publish a study this year arguing that unless an all-out effort is made to boost the quality of primary schooling, making it accessible to all children, and to give education renewed financial priority, the fight against illiteracy will be lost. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 619 FL 800 264

Chandler, Carolyn Ebel

Using Newspapers in the ESL Literacy Classroom. ERIC Digest.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-LE-90-02

Pub Date—Jul 90

Contract—RI89166001

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Literacy, Class Activities, *English (Second Language), *Instructional Materials, *Literacy Education, *Newspapers

Identifiers—ERIC Digests

Newspapers can be inexpensive and useful tools in the literacy classroom, but newspapers written for native English speakers are not always appropriate for English-as-as-Second-Language (ESL) students. Adapting the newspaper to classroom instruction is a natural way to introduce students to cultural and linguistic concepts. The newspaper can be used for ESL students at all proficiency levels. Many practitioners have compiled detailed and level-appropriate lists of classroom activities for using the newspaper as text. The newspaper industry itself is providing materials for use in adult literacy classrooms. These efforts involve using the newspaper as curriculum. Nationally, newspaper groups have encouraged their local newspapers to develop literacy projects and coalitions. On a local level, newspaper groups cover literacy activities, provide free advertising space, and establish community-wide coalitions. Newspapers, a cultural and community constant in American life, can help newcomers acquire literacy skills and useful information at the same time. (VWL) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 321 616 FL 800 235

Terdy, Dennis Spener, David

English Language Literacy and Other Requirements of the Amnesty Program. ERIC Q&A.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 90

Contract—RI8916601

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Citizenship Education, Civics, *English (Second Language), *Immigrants, *Literacy, Literacy Education, Program Design, Required Courses, Teaching Methods, Test Content, United States History

Identifiers—*Citizenship Knowledge Test, English Literacy, *Immigration Reform and Control Act 1986

This document focuses on the requirements of the immigrant amnesty process, which were established by the Immigration Reform and Control Act (IRCA) of 1986. Sections focus on the following questions: (1) How can eligible legalized aliens (ELA) fulfill the IRCA educational requirements? (2) What issues are considered in designing and offering an amnesty course? (3) Are there alternatives to the certificate of satisfactory pursuit? (4) What do the Immigration and Naturalization Service tests contain and how are they administered? (5) Are ELAs remaining in English classes once they have met the IRCA requirements? and (6) Where can I get more information on IRCA and amnesty literacy? (VWL)

ED 321 615 FL 800 217

Spener, David

The Freirean Approach to Adult Literacy Education. NCLE Q&A.

Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 90

Contract—RI8916601

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Literacy, Competency Based Education, Curriculum Design, *English (Second Language), *Literacy Education, *Native Language Instruction, Program Design, *Teaching Methods

Identifiers—*Freire (Paulo), *Problem Posing Method

The Freirean approach to adult literacy education bases the content of language lessons on learners' cultures and personal experiences. This approach has been used in the developing world in successful native and second language literacy projects sponsored by governments and voluntary organizations in both urban and rural settings. The two most distinct features of the Freirean approach are dialogue and problem-posing. Dialogue is used as a means in which two parties confront each other as knowledgeable equals in a situation of genuine two-way communication. In Problem-posing, cultural themes in the form of open-ended problems are incorporated into materials (e.g., pictures, songs, short stories) that are used to gnerate discussion. This questioning process leads students to define the real-life problem being represented, discuss it's causes, and propose actions to solve it. The Freirean approach can be used in native language literacy education and adapted for use in English-as-a-Second-Language literacy education. (VWL)

ED 321 589 FL 018 809

Two-Way Language Development Programs. ERIC Digests.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-90-04

Pub Date—Sep 90

Contract—RI88062010

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavioral Objectives, *Bilingual Education Programs, Educational Objectives, *English (Second Language), Immersion Programs, *Native Language Instruction, *Program Design, *Second Language Instruction

Identifiers—ERIC Digests

Two-way language development programs are full-time programs that use two languages, one of which is English, for the purpose of instruction. Ideally, these programs are composed of elementary or secondary students half of whom are native speakers of English and the other half of whom are native speakers of the other language of instruction. Subject matter is learned through both languages, enabling students to become proficient in a second language. The objectives of two-way language development programs include the following: language minority students will become literate in their native language as well as in English; language majority students will develop high levels of proficiency in a second language; both language groups will perform academically at their grade level, develop positive attitudes toward the two languages being learned and toward the communities they represent, and develop a positive self-image. Two-way programs are different from transitional and immersion programs in that the two-way programs target both language minority and language majority students and do not separate native English speakers from limited-English-proficient students during instruction. In designing a two-way program, classroom composition, program length, staffing, languages of instruction, the separation of the languages of instruction, and instructional setting must all be considered. (VWL)

ED 321 588 FL 018 808
Lange, Dale L.
Assessing Language Proficiency for Credit in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-02
Pub Date—Sep 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, Case Studies, *College Credits, Degree Requirements, *Higher Education, *Language Proficiency, Liberal Arts, *Second Language Learning
Identifiers—ACTFL Proficiency Guidelines, ERIC Digests, *University of Minnesota

This digest discusses the assessment of proficiency in a foreign language for credit in higher education. This refers to the process of awarding academic credit for tested proficiency in a foreign language rather than for the number of years a student has spent studying a particular language. The Proficiency Guidelines of the American Council for the Teaching of Foreign Languages (ACTFL) provides the frame of reference for this digest. The following questions are addressed: (1) What are the considerations involved in developing language proficiency requirements as credit standards?; (2) How are the ACTFL proficiency guidelines applied to the determinination of proficiency requirements; and (3) Are there examples of proficiency-based programs currently in effect? A case study of the experience of the University of Minnesota College of Liberal Arts, with implementing a proficiency-based language requirement is provided. (VWL)

ED 321 587 FL 018 807
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-03
Pub Date—Aug 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Opportunities, *English (Second Language), *Foreign Countries, *Language Teachers, *Second Language Instruction, *Teacher Qualifications
Identifiers—ERIC Digests

This digest provides general information on obtaining English-as-a-foreign-language (EFL) teaching positions abroad. The considerations involved in teaching EFL abroad and the qualifications needed for teaching EFL in various countries are outlined, and general information sources on EFL employment opportunities are listed and described. A section on opportunities for teaching in international schools, as well as a section listing addresses of various additional sources of overseas teaching information are also provided. (VWL)

ED 321 586 FL 018 806
Byrnes, Heidi
Foreign Language Program Articulation from High School to the University. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-90-01
Pub Date—Jul 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), Class Size, Curriculum Design, *Educational Objectives, Higher Education, High Schools, Material Development, *Second Language Programs, Student Evaluation, Teacher Education
Identifiers—ERIC Digests, South Carolina

This digest focuses on the articulation of foreign language programs between secondary and higher education. The following questions are addressed: (1) What are urgent reasons for better program articulation?; (2) What forms does articulation take?; (3) What aspects of the educational process does articulation address?; (4) Are there examples of effective articulation between secondary and higher education?; and (5) What administrative and professional challenges lie ahead? (VWL)

ED 321 551 FL 018 645
Buchanan, Keith
Vocational English-as-a-Second-Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-11
Pub Date—Jun 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Cooperation, Cross Cultural Training, Curriculum Development, Needs Assessment, *Program Descriptions, *Program Design, Second Language Instruction, Staff Development, Student Needs, *Vocational Education, *Vocational English (Second Language)
Identifiers—ERIC Digests

There are an estimated 30 million people in the United States with native languages other than English. Within this group are a number of limited-English-proficient individuals. Whether seeking a first American job or better employment, this group encounters a job market that is changing drastically in the number of jobs it can offer to individuals with limited English skills. As a result, growing numbers of these individuals are seeking courses in Vocational English-as-a-Second-Language (VESL) that combine language education with job specific skills. VESL refers to the language needed to interact with English speaking customers or employees, to fill out job applications, or to use manual or catalogues, and its goal is to teach the language required for successful participation in training programs and for job performance. Several different program models have evolved to meet the different skills, education levels, and vocational goals of students. These models include: (1) the ESL approach; (2) the vocational approach; (3) the work experience approach; and (4) the workplace approach. Another model that should be mentioned is the bilingual vocational training model. The following should be considered when designing a VESL program: finances; administration and staff development; curriculum development; needs assessment; support services; and cross-cultural training. (VWL)

ED 321 550 FL 018 644
Nunan, David
Second Language Classroom Research. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-09
Pub Date—May 90
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Research, *Language Research, *Language Teachers, Research Methodology, *Second Language Instruction, *Second Language Learning
Identifiers—ERIC Digests

The purpose of second (or foreign) language classroom research is to answer important questions about the learning and teaching of foreign languages. This kind of research collects data from genuine language classrooms or from experimental settings sometimes established to replicate what takes place in the classroom. Classroom research can focus on teachers or learners, or on the interaction between the two. Four traditions have been identified as methods employed in classroom research. These include: (1) psychometric studies; (2) interaction analysis; (3) discourse analysis; and (4) interaction analysis. Because the language classroom is specifically designed to facilitate language learning, it seems logical that more research should be carried out there. More research is needed that focuses specifically on what does and does not take place in the language classroom. (VWL)

ED 321 504 EC 231 825
Children with Communication Disorders. ERIC Digest #E470 (Revised #419).
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-13
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Disorders, Educational Practices, Elementary Secondary Education, Incidence, *Student Characteristics, *Student Needs
Identifiers—ERIC Digests

This digest defines the term "communication disorders," states prevalence rates for the condition, describes characteristics of children with communication disorders, and outlines educational implications. Thirteen publications on communication disorders and six organizational resources are listed. (JDD)

ED 321 503 EC 231 824
Pinkerton, Dianna
Extended School Year (ESY). ERIC Digest #E471.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-12
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Delivery Systems, *Disabilities, Educational Practices, Elementary Secondary Education, Eligibility, *Extended School Year, Models, Student Needs
Identifiers—ERIC Digests

This digest defines the term "extended school year" (ESY) and notes the issues of regression and recoupment which have led to development of ESY services for students with disabilities. The digest then provides answers to the following questions: (1) When is ESY needed? (2) How is eligibility for

ESY determined? (3) What are some factors that could mandate a need for ESY? (4) What other factors may be considered in offering an ESY program? and (5) What types of delivery models are available? Includes 13 references. (JDD)

ED 321 502 EC 231 823
Goodship, Joan M.
Life Skills Mastery for Students with Special Needs. ERIC Digest #E469.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-11
Pub Date—90
Contract—RI88062007
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Daily Living Skills, *Disabilities, Elementary Secondary Education, *Interpersonal Competence, *Job Skills, Skill Development
Identifiers—ERIC Digests

A rationale is offered for including life skills in curricula for students with special needs. Life skills are defined as encompassing daily living, personal/social, and occupational skills. Daily living skills include: managing personal finances, selecting and managing a household, caring for personal needs, safety awareness, preparing and consuming food, buying and caring for clothing, exhibiting responsible citizenship, using recreational facilities and engaging in leisure activities, and getting around the community. Personal/social skills encompass: achieving self-awareness, acquiring self-confidence, achieving socially responsible behavior, maintaining good interpersonal skills, achieving independence, achieving problem-solving skills, and communicating with others. Occupational skills focus on: knowing and exploring occupational options; selecting and planning occupational choices; exhibiting appropriate work habits and behavior; seeking, securing, and maintaining employment; exhibiting sufficient physical and manual skills; and obtaining specific occupational skills. Schools can require that each student with learning problems achieve these life skills prior to graduation. Three references and five suggested readings are listed. (JDD)

ED 321 501 EC 231 822
Integrating Students with Severe Disabilities. ERIC Digest #E468.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-10
Pub Date—90
Contract—RI88062007
Note—3p.; Based on information presented in "Integration of Students with Severe Handicaps into Regular Schools" (1985) by Susan Stainback and William Stainback (ED 255 009).
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Practices, Elementary Secondary Education, Extracurricular Activities, *Mainstreaming, Peer Relationship, *Severe Disabilities, Social Integration
Identifiers—ERIC Digests

This digest defines students with severe handicaps, documents the benefits of integrating students with severe disabilities into regular classrooms, and outlines procedures for facilitating integration. It notes some issues associated with access and scheduling, areas in which additional support might be needed, ways to incorporate information about people with disabilities into the curriculum, ways in which nondisabled students can support integration efforts, and how extracurricular activities can strengthen integration. A list of 10 references concludes the digest. (JDD)

ED 321 500 EC 231 821
Berger, Sandra L., Comp.
Readings and Resources for Parents and Teachers of Gifted Children. ERIC Digest #E495.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Rearing, Creativity, Educational Needs, Elementary Secondary Education, *Gifted, Organizations (Groups), Parent Child Relationship, Publications, *Resources, Summer Programs, *Talent
Identifiers—ERIC Digests

This annotated bibiliography of readings and resources for parents and teachers of gifted children is divided into the following categories: books containing general information about gifted and talented students, 1985-1989 (15 items); practical self-help books, 1979-1989 (16 items); books on specific areas in gifted education (13 items); journals/periodicals (6 items); journals on creativity (2 items); selected summer guides (10 items); and associations (5 associations). Also provided are the addresses of 46 publishers and resources for materials. (DB)

ED 321 499 EC 231 820
Berger, Sandra L.
Supporting Gifted Education through Advocacy. ERIC Digest #E494.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Activism, *Child Advocacy, Elementary Secondary Education, *Gifted, Group Unity, Lobbying, Organizations (Groups), Parent Associations, Program Development, *Social Action
Identifiers—ERIC Digests

This digest offers guidelines for group advocacy efforts on behalf of gifted education. Four potential pitfalls are identified: using an adversarial rather than a persuasive approach; assuming that people in administrative and political positions are not too bright or not very knowledgeable–or both; being impatient; and ineffectively coping with intragroup tensions. In contrast, effective advocay involves four basic phases: needs assessment; planning; contact; and follow up and evaluation. Eleven guidelines for establishing and maintaining a successful parent advocacy group are suggested and include: focus on a mission and a sense of purpose; include not only parents but also business leaders and school professionals; contact the state advocacy group; adopt a constitution that spells out the organization's goals; identify and respect the group that holds the power; allow professionals to develop the program; conduct short- and long-term evaluation of the advocacy process; and be an informed advocate. (DB)

ED 321 498 EC 231 819
McIntosh, Margaret E. Greenlaw, M. Jean
Fostering the Postsecondary Aspirations of Gifted Urban Minority Students. ERIC Digest #E493.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—90
Contract—RI88062007
Note—5p
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, *Career Planning, Disadvantaged Youth, *Educational Counseling, Educational Needs, Elementary Secondary Education, *Gifted, High Schools, *Minority Groups, Parent School Relationship, Student Educational Objectives, *Student Needs, *Urban Education
Identifiers—ERIC Digests

This digest addresses the special needs of gifted urban minority students in the selection of postsecondary career and educational options. Noted is the frequent lack of family encouragement in this population toward higher education and career achievement. Suggestions are offered for teachers, students, counselors, administrators, and parents. These include: continuous gentle persuasion and provision of contact with successful minority professions (teachers); informing gifted minority students of educational options and working with parents to find sources of financial aid (counselors); serving as an advocate through contact with community service organizations, recognition of the achievements and potential of individual students, and rallying the school community behind able students (administrators). Noted are the possible effects of the student's aspirations on his/her position in the family. Contains 10 references. (DB)

ED 321 497 EC 231 818
Kerr, Barbara
Career Planning for Gifted and Talented Youth. ERIC Digest #E492.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, Career Awareness, Career Choice, *Career Education, *Career Planning, Decision Making, *Educational Counseling, Elementary Secondary Education, *Gifted, Higher Education, *Intervention, School Guidance, *Student Needs
Identifiers—ERIC Digests

This digest addresses some of the special career planning needs of gifted and talented students and offers intervention guidelines for the elementary, junior high, senior high, college, and adult levels. Indications that students are having difficulty coping with the multipotentiality of their talents may be evidenced by early difficulty in making choices and decisions and difficulty in choosing an academic major in college. Possible intervention strategies for multipotentiality at different educational levels are offered. Alternatively, children may be early emergers who have extremely focused career interests and require balanced encouragement of their special interests. Indicators of early emergence characteristics as well as possible intervention strategies at each age level are offered. Both multipotentiality and early emergence characteristics require skillful career education and guidance. In addition, special populations such as minority gifted students and gifted girls and women have unique career guidance needs. Includes 12 references. (DB)

ED 321 496 EC 231 817
Ware, Cindy
Discovering Interests and Talents through Summer Experiences. ERIC Digest #E491.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-9
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Exploration, Elementary Secondary Education, *Enrichment Activities, *Gifted, Individual Needs, Self Evaluation (Individuals), *Student Needs, *Summer Programs
Identifiers—ERIC Digests

Presented in a question-and-answer format, this digest offers guidelines in choosing an enriching summer program for gifted students. The following questions are addressed: What are the possibilities? What needs do summer programs meet? Who should make the selection? What does the selection process involve? What variables are important? and What financial assistance is available? The summer program can allow students to experiment in specific areas of interest, to work with adult role models, and to sample college life. It is important that the students themselves be involved in the selection process. Program selection requires the identification of what the student wants and what programs are available in his/her areas of interest. Important variables to consider include: length, age range, program requirements, group size, individual attention, leadership, depth of staff experience, credit or noncredit courses, facilities and equipment, schedule, recreation, social activities, safety, and programs abroad. The availability of financial assistance for many programs is noted. Includes two references. (DB)

ED 321 495 EC 231 816
Berger, Sandra L.
College Planning for Gifted and Talented Youth. ERIC Digest #E490.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-8
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, Career Guidance, *College Admission, College Bound Students, *College Choice, *Educational Counseling, *Gifted, Higher Education, *School Guidance, Secondary Education, Self Evaluation (Individuals), *Student Needs
Identifiers—ERIC Digests

This digest provides students, parents, and educators with guidelines to help gifted students in the college planning process. As learning about oneself and career options is essential to college planning, a 6-year program of guidance activities is outlined for grades 7-12. Learning about colleges is discussed in terms of two steps, the first involves collecting general information by reading, talking with people, and visiting colleges; and the second involves analyzing and evaluating that information. Briefly noted are the following factors considered by colleges in selecting students: academic performance; academic rigor (including depth of study, quality, balance, and trends); consistency; performance on standardized tests; extracurricular activities and other supporting material; community service; recommendations; and the application essay. (DB)

ED 321 494 EC 231 815
Buescher, Thomas M. Higham, Sharon
Helping Adolescents Adjust to Giftedness. ERIC Digest #E489.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-7
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Coping, *Emotional Adjustment, Expectation, *Gifted, *Individual Needs, Interpersonal Relationship, Maturity (Individuals), Secondary Education, *Self Concept, Self Evaluation (Individuals), Student Characteristics, Student Needs
Identifiers—ERIC Digests

This digest offers guidelines to parents and educators helping gifted adolescents adjust to problems related to their giftedness. Challenges to adjustment are noted in the areas of: ownership (talented adolescents simultaneously "own" and yet question the validity of their abilities); dissonance (between their high standards and their capabilities); taking risks (gifted adolescents are characteristically unwilling to take risks); competing expectations (adolescents have a variety of pressures on them from others); impatience; and premature identity (they typically attempt to achieve an adultlike identity). Coping strategies used by gifted adolescents are listed, including: accepting and using abilities to help peers do better in classes, making friends with other students with exceptional talents, and selecting programs and classes designed for gifted/talented students. Contains 12 references. (DB)

ED 321 493 EC 231 814
Kaplan, Leslie S.
Helping Gifted Students with Stress Management. ERIC Digest #E488.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adjustment (to Environment), Burnout, Elementary Secondary Education, *Emotional Adjustment, *Emotional Problems, *Gifted, Individual Needs, Parent Student Relationship, Self Esteem, *Stress Management, *Stress Variables, Student Needs, Teacher Student Relationship
Identifiers—ERIC Digests

Presented in a question-and-answer format, this digest offers guidelines to help gifted students manage stress effectively. The following questions are considered: What is stress? How can a youngster experience stress when nothing bad is happening? Is a gifted student more likely to feel stress than others? What are some stresses on a gifted student? How can stress hurt a gifted student's self-esteem? How can it be stressful to have so much potential? How can gifted students cope with stress? How can one tell whether or not a gifted student is experiencing burnout? How can parents, teachers, and counselors reduce stress on gifted students? Among recommendations for coping with stress are changing the source of the stress, confronting the source of the stress, and getting regular physical exercise and sound nutrition. Students should be discouraged from escaping through alcohol, drugs, sleep, frequent illness, overeating, or starving themselves; and from aiming too low. A checklist is provided to identify the student experiencing burnout. Parents, teachers, and counselors are encouraged to reduce stress on gifted students by such measures as helping each gifted student develop a realistic self-concept and letting students live their own lives. Includes 10 references or resources. (DB)

ED 321 492 EC 231 813
Roedell, Wendy C.
Nurturing Giftedness in Young Children. ERIC Digest #E487.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-6
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Cognitive Development, Developmental Stages, *Early Childhood Education, *Educational Needs, *Gifted, Individualized Instruction, Individual Needs, Interpersonal Relationship, Social Development, Young Children
Identifiers—ERIC Digests

The digest addresses ways that parents and educators can nurture giftedness in young children. Problems in appropriate school placement for young gifted children with uneven development are discussed and illustrated with examples. In selecting a program, parents need to look for a highly individualized program in which children are encouraged to progress at their own learning rate, with planned opportunities for development of social, physical, and cognitive skills in an informal classroom atmosphere. Parents also need to support the child's need for friendship with intellectually equal children. Includes six references. (DB)

ED 321 491 EC 231 812
Berger, Sandra L.
Mentor Relationships and Gifted Learners. ERIC Digest #E486.
Council for Exceptional Children, Reston, Va., ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-5
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disadvantaged Youth, Elementary Secondary Education, Females, *Gifted, Individual Needs, *Interpersonal Relationship, *Mentors, *Program Development, *Role Models, *Student Needs
Identifiers—ERIC Digests

This digest explores the concept of mentoring with gifted students and offers guidelines on its implementation. The literature on mentoring is reviewed, noting the maturing effect of mentor relationships and the particular value of mentors for disadvantaged students and for females. Among six guidelines offered are: decide what (not whom) the student needs, identify a few mentor candidates, and monitor the mentor relationship. Among questions to ask students are whether a student wants a mentor and whether the student is prepared to spend a significant amount of time with the mentor. Among questions to ask potential mentors are whether the mentor understands and likes working with children and adolescents and whether the mentor is willing to be a real role model. Includes 16 references. (DB)

ED 321 490 EC 231 811
Karnes, Frances A. Bean, Suzanne M.
Developing Leadership in Gifted Youth. ERIC Digest #E485.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-4
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Gifted, *Leadership, Leadership Qualities, *Leadership Training, Parent Child Relationship, Secondary Education, *Skill Development, *Student Characteristics, *Talent
Identifiers—ERIC Digests

This digest is intended to help parents and educators assist with the development of leadership attitudes and skills in gifted youth. The relative lack of interest in leadership despite its designation as a talent area in definitions of giftedness for state and federal policies requiring differentiated programs is listed. Characteristics of gifted youth that enable them to profit from leadership development are listed. Suggestions for parents include involving children in planning family activities and discussing current topics. Suggestions are provided for infusing curriculum concepts and skills into the sciences, humanities, and arts. Other school options for leadership development include: credit courses on leadership; implementation of personal plans for leadership development; and mentorships and internship programs. Extracurricular activities are particularly valuable in providing talented students with leadership experiences. Includes 15 references. (DB)

ED 321 489 EC 231 810
Torrance, E. Paul Goff, Kathy
Fostering Academic Creativity in Gifted Students. ERIC Digest #E484.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-EC-90-3
Pub Date—90
Contract—RI88062007
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Rearing, *Creative Develop-

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ment, *Creativity, Elementary Secondary Education, *Gifted, Individual Differences, Individual Needs, Parent Attitudes, *Parent Child Relationship, Student Needs, Teacher Attitudes, *Teacher Student Relationship

Identifiers—ERIC Digests

This digest describes academic creativity and offers suggestions for its development in gifted students. Creative learning and learning by authority are contrasted and examples of each are given. The naturally creative behavior of young children is noted. Among suggestions offered to teachers are: respect the unusual questions of children; show children that their ideas have value by listening and considering them; and provide chances for children to learn and discover without threats of immediate evaluation. Among suggestions offered to parents are: provide opportunities for creative expression, problem solving, and constructive response to change and stress; find creative ways to resolve conflicts between family members; and ensure that every family member receives individual attention and respect. Noted are ways adults can kill creativity in children, by insisting that children do things the "right way"; making comparisons with other children; and discouraging children's curiosity. Includes 14 references or other resources. (DB)

ED 321 488 EC 231 809

Jones, Geoffrey

Personal Computers Help Gifted Students Work Smart. ERIC Digest #E483.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-90-2

Pub Date—90

Contract—RI88062007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, *Cognitive Development, Computer Assisted Instruction, *Computer Uses in Education, *Educational Needs, Elementary Secondary Education, *Gifted, Microcomputers, *Questioning Techniques, Simulation, Student Educational Objectives, Student Needs

Identifiers—ERIC Digests

This digest considers the role of personal computers in the education of gifted students. There is evidence that students are working "smarter," whether they are learning and using more information, understanding key concepts and relationships better, or developing higher level thinking skills. Research findings concerning the specific instructional needs of gifted and talented students are listed. The computer is seen as an idea engine for such students. Although educational uses in computer-assisted instruction, student-developed computer simulations, and programming are recognized, the computer's greatest power is seen to lie in the quality of questions students can ask and attempt to answer. The impact of a nationwide program to encourage students to formulate good questions for a supercomputer is reported. Recommendations include: encouraging experimentation and individual learning styles; structuring experience to help students develop strengths and overcome weaknesses; and promoting interpersonal relationships through computers. Includes eight references. (DB)

ED 321 487 EC 231 808

Miller, Richard C.

Discovering Mathematical Talent. ERIC Digest #E482.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062007

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, *Academically Gifted, Acceleration (Education), Elementary Secondary Education, *Enrichment Activities, Flexible Progression, *Mathematics Instruction, Mathematics Tests, Standardized Tests, *Talent, *Talent Identification

Identifiers—ERIC Digests, *Mathematically Gifted

This digest offers guidance in identifying and nurturing mathematical talent in children. Mathematical talent is defined and the characteristics of mathematically talented students are listed. Some mathematically talented students do not achieve well in school mathematics due to a mismatch between the student and the mathematics program. Ways that various standardized tests–intelligence tests, creativity tests, mathematics achievement tests, mathematics aptitude tests, and out-of-grade-level mathematics aptitude tests–can be used to identify mathematical talent are offered. A systematic process for talent identification is suggested involving first a screening phase and then out-of-grade-level mathematics abilities assessment. Characteristics of appropriate instructional programs for mathematically talented students include the following: they bring mathematically talented students together to work with one another; they stress mathematical reasoning and independent exploratory behavior; they deemphasize repetitious computational drill work and cyclic review; they involve a comprehensive mathematics curriculum appropriate for potential mathematicians; and they provide flexible pacing. Specific ways to provide flexible pacing include continuous progress, compacted courses, advanced-level courses, grade skipping, early entrance, concurrent or dual enrollment, and credit by examination. Includes 15 references. (DB)

ED 321 486 EC 231 807

Halsted, Judith Wynn

Guiding the Gifted Reader. ERIC Digest #E481.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-EC-90-1

Pub Date—90

Contract—RI88062007

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliotherapy, *Childrens Literature, Cognitive Development, Educational Needs, Elementary Secondary Education, Emotional Development, *Gifted, Group Discussion, Literature, *Reading Instruction, *Reading Programs

Identifiers—ERIC Digests

This digest offers guidelines in providing challenging reading opportunities for gifted students. Research findings concerning the characteristics of the gifted child as reader (e.g., they read earlier, better and more) are noted. Specific needs of gifted learners can be met by: using literature as a supplement to the readings in basal texts; forming discussion groups based on books; and following programs such as the Junior Great Books discussion format. The use of literature is also suggested for guiding the emotional development of gifted students through such techniques as developmental bibliotherapy. Includes nine references. (DB)

ED 321 485 EC 231 806

Cohen, Linda M.

Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062007

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Acceleration (Education), Cultural Differences, Elementary Secondary Education, Eligibility, Enrichment Activities, *Gifted, Gifted Disadvantaged, *Language Handicaps, *Limited English Speaking, Mentors, *Minority Groups, Parent Participation, Program Development, Student Evaluation, Student Placement

Identifiers—ERIC Digests

This digest is adapted from Linda Cohen's publication, "Meeting the Needs of Gifted and Talented Minority Language Students." It explores the controversy surrounding the underrepresentation of minority language students in gifted and talented programs and makes recommendations for more suitable assessment techniques and program models. Addressed are the following questions: (1) Why are minority language students underrepresented in programs for gifted and talented students? (2) What are some commonly used techniques for the identification of gifted and talented minority language students? and (3) What types of programs are available for gifted and talented students, and are they suitable for minority language students who are selected to participate? Specifically described are enrichment programs, parent involvement programs, acceleration or honors programs, and mentor programs. The following recommendations are made: broaden the concept of giftedness; expand research on giftedness and minority language students; employ more well-rounded assessment techniques; increase staff awareness of their potential for developing a gifted and talented program; explore various program models; and increase awareness of different ways giftedness may be manifested in different populations. Includes 17 references. (DB)

ED 321 484 EC 231 805

Baum, Susan

Gifted but Learning Disabled: A Puzzling Paradox. ERIC Digest #E479.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062007

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Definitions, *Educational Needs, Elementary Secondary Education, *Gifted, *Gifted Disabled, *Handicap Identification, Intervention, *Learning Disabilities, Learning Strategies, Student Characteristics, Talent, *Talent Identification

Identifiers—ERIC Digests

This digest is derived from Susan Baum's "Being Gifted and Learning Disabled...From Definition to Practical Intervention." The learning disabled gifted are grouped into three categories: identified gifted students who have subtle learning disabilities, unidentified students whose gifts and disabilities may be masked by average achievement, and identified learning disabled students who are also gifted. Four general guidelines are offered to professionals in developing appropriate educational programs. They are: (1) focus attention on the development of the gift; (2) provide a nurturing environment that values individual differences; (3) encourage compensation strategies (five compensation strategies are suggested); and (4) encourage awareness of individual strengths and weaknesses. Stressed is the importance of such students learning to be their own advocates. Includes nine references, nine resources, and 14 suggestions for additional reading. (DB)

ED 321 483 EC 231 804

Delisle, James Berger, Sandra L.

Underachieving Gifted Students. ERIC Digest #E478.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062007

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Change, *Child Rearing, Definitions, Elementary Secondary Education, *Gifted, *Intervention, Parent Role, *Parent Student Relationship, Self Concept, *Teacher Student Relationship, *Underachievement

Identifiers—ERIC Digests

This digest is intended to help parents and teachers understand and cope with underachievement in gifted students. Underachievement is defined and its various components (e.g., content and situation specificity and ties to self-concept development) are explained. Strategies to reverse patterns of underachievement are classified as either supportive, intrinsic, or remedial. Guidelines are offered to families in applying all three types of strategies. The value of participation by underachieving gifted students in a gifted program is noted. A distinction is made between praise for achievement outcomes and encouragement of a child's efforts. Underachievement is seen as a reversible but complex web of behaviors. Includes 13 references and 15 resources for students. (DB)

ED 321 482 EC 231 803
Tolan, Stephanie
Helping Your Highly Gifted Child. ERIC Digest #E477.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, *Acceleration (Education), Attitudes, *Child Rearing, Developmental Stages, Educational Needs, Elementary Secondary Education, *Emotional Adjustment, *Individual Needs, Parent Attitudes, Parent Child Relationship, Student Needs, Young Children
Identifiers—ERIC Digests, *Extremely Gifted

This digest provides parents of highly or profoundly gifted children with practical suggestions based on the experience of other parents and the modest amount of research available. Parents are encouraged to understand that such children are significantly different from other children and have two primary needs: to feel comfortable with themselves and to develop their astonishing potential. Suggestions are given for dealing with public attitudes toward exceptional performance in very young children and for dealing with the multiple developmental ages the gifted child may exhibit simultaneously. Problems of schooling the highly gifted child are discussed in terms of lack of fit with the usual school, the various possibilities of acceleration for this type of child, and ways to help the gifted child meet his or her social/emotional needs. Stressed is the importance of providing the child with a safe home in which the child feels loved and accepted. Includes 18 references. (DB)

ED 321 481 EC 231 802
Giftedness and the Gifted: What's It All About? ERIC Digest #E476.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062007
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Child Rearing, *Definitions, *Gifted, Individual Needs, Intelligence, Parent Child Relationship, *Student Characteristics, *Talent, *Talent Identification
Identifiers—ERIC Digests

This digest was adapted from D.W. Russell, D.G. Hayes and L.B. Dockery's book, "My Child is Gifted! Now What Do I Do?". The digest is intended to give parents of gifted students an overview of characteristics of [illegible]ifted children and terminology used in this fiel[illegible]everal definitions of giftedness are offered including one from a parent group emphasizing the interaction with the environment and one from a U.S. government report identifying six types of giftedness. Fourteen general characteristics typically used by educational authorities as indicative of giftedness are listed. The nature of intelligence itself is briefly discusssed. Other terms parents might hear in the context of gifted children are explained including: genius, talented, prodigy, precocious, superior, rapid learner, exceptional, and elitism. Includes five references. (DB)

ED 321 424 EA 022 176
Lumsden, Linda S.
Meeting the Special Needs of Drug-Affected Children. ERIC Digest Series Number EA 53.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Child Development, Child Health, Classroom Environment, Cocaine, Drug Abuse, *Drug Addiction, Elementary Secondary Education, Family School Relationship, Learning Problems, *Prenatal Influences, Special Health Problems, *Special Needs Students, Special Programs, Substance Abuse
Identifiers—ERIC Digests

Issues pertinent to prenatal drug-affected students are discussed in this ERIC Digest. The rising number of drug-exposed children approaching school age presents a challenge to school personnel in meeting their special needs. Topics covered are: (1) seriousness of the problem; (2) problems unique to drug-affected children; (3) creation of a classroom environment conducive to optimal development; and (4) the pros and cons of placement in special education programs. (7 references) (LMI)

ED 321 419 EA 022 104
Gaustad, Joan
Gangs. ERIC Digest Series Number EA 52.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management College of Education; University of Oregon, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Problems, Community Action, Community Coordination, Community Involvement, Community Resources, Crime, *Delinquency, Discipline, *Discipline Policy, *Discipline Problems, Dress Codes, Elementary Secondary Education, Ethnic Groups, Intervention, Outreach Programs, Prevention, School Involvement, School Policy, *School Safety, School Vandalism, Student Subcultures, Urban Schools, Violence
Identifiers—ERIC Digests

An increase in gang violence and mobility in the last 20 years has alarmed members of the public school community. Gang membership, formation, location, and growth are described. Strategies to counteract gang activity, such as school discipline policies, school and community prevention programs, information sharing networks, and state legislation, are discussed. (9 references) (LMI)

ED 321 368 EA 021 992
Bowers, Bruce C.
State Efforts To Deregulate Education. ERIC Digest Series Number EA 51.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Educational Improvement, Elementary Secondary Education, Public Schools, *School District Autonomy, School Districts, *School Effectiveness, *School Restructuring, State Legislation, *State School District Relationship
Identifiers—*Deregulation, ERIC Digests

More than 20 states have adopted some form of regulation-relief legislation for their public schools. Two major issues confront the movement to deregulate the schools. The first is that there have been surprisingly few takers of regulation waivers; and second, whether, even if current deregulation efforts are successful, the end result is really the sought-after improved educational outcome. It appears that a major stumbling block to the practical implementation of state-level deregulation legislation is the dearth of suggested alternatives to the existing educational system. However, this may change as innovations become more widely available and establish credibility. (9 references) (MLF)

ED 321 344 EA 021 581
Baas, Alan
The Role of Business in Education. ERIC Digest Series Number 47.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Corporate Support, Educational Objectives, *Educational Trends, *Education Work Relationship, Elementary Secondary Education, *Futures (of Society), *School Business Relationship, School Community Relationship
Identifiers—*Business Role, ERIC Digests

Businesses are working with schools in ways that can affect every aspect of the education process. The most widespread form of business help takes place in the classrooms. School leaders need to be clear with themselves as to how much and what kind of involvement they want businesses to have in their schools. Business leaders can also help schools by actions in their own environment such as offering childcare at the workplace and allowing employees flexible schedules. Thirteen references are listed. (MLF)

ED 321 343 EA 021 580
Gaustad, Joan
School Security. ERIC Digest Series Number EA 46.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Aggression, Attitude Change, *Behavior Change, *Crime Prevention, *Crisis Intervention, Discipline Policy, Elementary Secondary Education, *Legal Responsibility, Needs Assessment, Police School Relationship, *School Community Relationship, *School Security
Identifiers—ERIC Digests

Preventive and coping strategies that provide school security include techniques to obtain and analyze data in order to identify trends and to develop a school security needs assessment. Other security measures involve special training for teachers, supervision, and a crisis plan. Administrators who examine and upgrade their schools' security systems may not be able to prevent all crime, but they can protect their schools from liability in court. Ten resources are listed. (MLF)

ED 321 342 EA 021 577
Crampton, Faith E.
Fiscal Policy Issues and School Reform. ERIC Digest Series Number EA 50.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403

(free; $2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Accountability, Budgeting, *Cost Effectiveness, Curriculum Development, *Educational Change, *Educational Finance, Educational Trends, Elementary Secondary Education, Equal Education, Federal State Relationship, *Financial Policy, Futures (of Society), Graduation Requirements, School Based Management, School Choice, School Restructuring
Identifiers—ERIC Digests

Reforms in education have raised two critical fiscal policy issues. How is education reform to be financed? and Do the dollars spent on education reform make a difference? Schools can successfully meet these challenges by practicing sound fiscal management and placing an emphasis on cost-effectiveness and accountability. In the future, a rethinking of the federal role will be necessary particularly in the funding of student equity issues and technological innovation in learning. (9 references) (MLF)

ED 321 334 CS 507 252

Aiex, Nola Kortner

Debate and Communication Skills. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-09
Pub Date—Sep 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Awareness, *Communication Skills, *Debate, Debate Format, Elementary Education, Intergenerational Programs, Middle Schools, Program Descriptions, Verbal Communication
Identifiers—Debate Strategies, ERIC Digests, Florida

Debate is an activity which can help young children learn to be part of a team without experiencing the intense competition that is present in athletics. For children, a focus on developing communication skills rather than on competition in debate can help foster attitudes of open-mindedness, fairness, and tolerance for the viewpoints of others. Examples of successful programs aimed at young children include: (1) "Kidspeak," an after-school program for grades three through six designed to teach oral communication skills; (2) a Florida State Department of Education program for middle school students; and (3) a cross-generational debate program emphasizing communication skills developed as a 4-H project. (RS)

ED 321 261 CS 212 411

Purves, Alan C.

Testing Literature: The Current State of Affairs. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-08
Pub Date—Aug 90
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. Tenth St., Bloomington, IN 47408-2698 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Critical Reading, Evaluation Criteria, *Evaluation Methods, *Evaluation Problems, *Literature Appreciation, Secondary Education, State Standards, Student Needs, *Test Validity
Identifiers—Aesthetic Reading, ERIC Digests

A synthesis of the report, "The Current State of Assessment in Literature," (produced by the Center for the Learning and Teaching of Literature), this digest discusses methods of evaluating students' knowledge of literature. The digest argues that, by and large, the tests that now exist in the United States do not live up to the standards set by examination systems of countries in which student achievement in literature is high. A table of data regarding state assessment of literature achievement in the 1987-1988 school year in the northeast, southeast, central, and west United States is included. (NKA)

ED 321 253 CS 212 174

Eveslage, Thomas

The Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression. ERIC Digest No. 8.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Censorship, Faculty Advisers, *Freedom of Speech, Higher Education, High Schools, Journalism, *Legal Problems, School Newspapers, *Student Publications, Student Reaction
Identifiers—ERIC Digests, *Hazelwood School District v Kuhlmeier, *Supreme Court

This digest reviews earlier court decisions which led up to the Supreme Court's 1988 "Hazelwood School District v. Kuhlmeier" decision and also discusses the "Hazelwood" case's implications for freedom of student expression. The digest cites various documents in the ERIC database which deal with student journalism, censorship, and legal rights and responsibilities. (NKA)

ED 321 250 CS 010 205

Adams, Marilyn Jager

Beginning Reading Instruction in the United States. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-10
Pub Date—Oct 90
Contract—RI88062001
Note—3p.; For related documents, see ED 315 740, ED 317 950, and ED 320 128.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (free with a stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Reading, Educational Trends, *Literature Reviews, Phonics, Primary Education, *Reading Instruction, *Reading Research, Research Utilization, State of the Art Reviews, Teaching Methods, Theory Practice Relationship
Identifiers—Emergent Literacy, ERIC Digests

A child's success in learning to read in the first grade appears to be the best predictor of his or her ultimate success in schooling as well as all of the events and outcomes that correlate with that. Yet, across the research literature reviewed for a recent book, "Beginning to Read: Thinking and Learning about Print," children's first-grade reading achievement appears to depend most of all on how much they know about reading before they get to school. Differences in reading potential do not seem to be strongly related to poverty, handedness, dialect, gender, intelligence quotient, mental age, or to other such difficult-to-alter circumstances. Differences appeared to be due instead to learning and experience—and specifically to learning and experience with print and print concepts. Such differences can be taught away—provided that teachers have the knowledge, sensitivity, and support to do so. (RS)

ED 321 249 CS 010 181

Cousin, Patricia Tefft

Content Area Textbooks: Friends or Foes? ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI88062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47408-2698 (Single copies free with a stamped self-addressed envelope).
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Content Area Reading, Elementary Secondary Education, *Reading Comprehension, Reading Research, Textbook Content, *Textbook Preparation, *Textbook Research, Theory Practice Relationship
Identifiers—ERIC Digests, Textbook Design, *Text Factors

Research has indicated that current information about reading and the effective teaching of reading has not yet made much impact on content area textbooks. As a result, there is much room for improvement in how textbooks are written. Recent research has yielded a great deal of information about what makes a text more understandable and supportive to the student in learning concepts. Yet research in the area of text adaptation indicates that the process of revision is complex and cannot be addressed with simple solutions. Publishers also need to consider particularly the need for inclusion of additional graphics and attention not only to the content but also to the organization and style of the text. (Sixteen references are attached.) (RS)

ED 321 158 CE 056 070

Lowry, Cheryl Meredith

Helping At-Risk Youth Make the School-to-Work Transition. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-101
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, *Articulation (Education), *Coordination, *Delivery Systems, Disadvantaged Youth, *Education Work Relationship, Employment Potential, *High Risk Students, Job Skills, Secondary Education
Identifiers—ERIC Digests

School-to-work transition services are intended to help youth develop the skills and attitudes they need to find and keep employment, maintain a meaningful adult life-style, and develop positive social interactions. Eligibility for such services has now been broadened beyond disabled students to include students with economic or educational disadvantages or limited English proficiency. Barriers to effective delivery of transition services are: (1) lack of career exploration programs in middle schools; (2) lack of interagency coordination; (3) lack of case managers; (4) limited parental involvement; and (5) absence of a computerized management information system. Four types of models for effective delivery include: curriculum content models; instructional stages models; supportive services models; and articulation and communication models. Successful transition service practices depend upon: (1) the availability and identification of a wide array of community services; (2) systematic procedures for prescribing appropriate services, such as individualized plans, case management, transition assistance centers, and parent resource centers; (3) articulation between service providers, within single agencies or institutions and between multiple agencies or institutions; and (4) systematic tracking of information regarding the availability, cost, and evaluation of services. (SK)

ED 321 157 CE 056 069

Kerka, Sandra

Flexible Work Schedules. ERIC Digest.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-100

Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Development, Employee Attitudes, Employer Attitudes, *Flexible Working Hours, *Job Sharing, *Part Time Employment, *Personnel Policy, Supervision
Identifiers—ERIC Digests, *Temporary Employment

Flexible work schedules are one response to changes in the composition of the work force, new life-styles, and changes in work attitudes. Types of alternative work schedules are part-time and temporary employment, job sharing, and flextime. Part-time workers are a diverse group–women, the very young, and older near-retirees. Although part-time jobs are disproportionately lower-wage jobs, a growing number of part-time jobs are in managerial and professional positions. Part-time workers often have extensive commitments to activities and responsibilities outside of work, such as child and elder care, which makes part-time work an appealing option. Temporary workers are a fast-growing segment of the labor force. Temporary jobs provide scheduling freedom and variety for workers, and businesses often use contingent workers for cost containment and staffing flexibility. One response to a shortage of permanent, career-status part-time jobs is job sharing, typically an arrangement in which two people share one full-time job. Successful job sharing depends on the commitment of job partners and willingness of supervisors to be flexible. Flextime schedules allow variability in the starting and ending times of the work day. Flexible working hours can result in higher motivation and job satisfaction. A diverse work force and potential labor shortages imply that an array of scheduling options should be offered. Greater demand for alternative work schedules will require changes in the practices and attitudes of employers and employees, such as rethinking organizational structures and task assignments, altering supervisory styles, conceiving new methods of performance appraisal, and preparing flexible, self-directed workers. (SK)

ED 321 156 CE 056 068
Lowry, Cheryl Meredith
Teaching Adults with Learning Disabilities. ERIC Digest No. 99.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-99
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, *Adult Students, Coping, *Diagnostic Tests, *Educational Diagnosis, *Learning Disabilities, *Psychoeducational Methods
Identifiers—ERIC Digests

The number of adults with learning disabilities (LD) is difficult to estimate. They may comprise as many as 80% of adult basic education students, but a smaller proportion of students in other adult education settings. Many adults with LD exhibit strengths that enable them to compensate for their disabilities and perform successfully without supportive services. Among the most serious issues concerning adults with LD are lack of an agreed-upon definition and scarcity of appropriate assessment tools. Prevailing theories assume that individuals with LD have difficulty learning because of a difference in information processing that may have a neurological basis. This difference can affect self-esteem, education, work, socialization, and daily living. Adult educators should be aware that few diagnostic tools are appropriate for use with adults. Adults with LD should assist in the assessment process, which is useful only to the extent that it helps adults live more fully. A combination of intervention strategies and teaching techniques is most effective in meeting the needs of these adults. Techniques include: assessing learning style and using multisensory techniques; motivating students through feedback and positive experiences; teaching memory techniques and transferable strategies; using compensatory aids such as tape recording, word processing, and computer-assisted instruction; and being organized and clear in instruction. (SK)

ED 321 155 CE 056 067
Imel, Susan
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults. ERIC Digest.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-98
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, Educational Planning, Guidelines, Inservice Teacher Education, *Part Time Faculty, *Professional Development
Identifiers—ERIC Digests

Professional development, a continuing process of activities that enhance professional growth, should be planned and managed by the individual. Although part-time adult educators may be able to consult with supervisors in planning professional development, more often they work in relative isolation and must take sole responsibility for their inservice needs. Development of a plan provides a framework for the discipline and commitment needed to achieve changes. One type of plan, the Personal Professional Development Model, has four phases: initiating, planning, managing, and evaluative. The success of a professional development plan requires identification of resources such as print and nonprint materials, staff development opportunities, and other adult educators. Feedback is also necessary as a measurement of progress. Guidelines for managing professional development include: (1) stating no more than three objectives; (2) acknowledging the existence of deterrents such as lack of time, resources, or support; (3) forming a network for collegial feedback; (4) making site visits; (5) pairing with a peer to learn a new technique; (6) joining professional associations and attending conferences; and (7) using ERIC resources. (SK)

ED 320 765 SE 051 468
Disinger, John F.
Environmental Education for a Sustainable Future. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-31
Pub Date—90
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum, Elementary School Science, Elementary Secondary Education, *Environmental Education, Higher Education, *Science and Society, Science Curriculum
Identifiers—ERIC Digests

This digest discusses the inclusion of "sustainability" concept in environmental education. Topics included are: (1) definiton of sustainability; (2) inclusion of the concept in the curriculum using interdisciplinary approaches; and (3) a list of instructional materials containing the concept at the elementary, secondary, and college levels. Seventeen references are listed. (YP)

ED 320 764 SE 051 453
Blosser, Patricia E.
The Impact of Educational Reform on Science Education. ERIC/SMEAC Science Education Digest, No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-16
Pub Date—89
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, *Elementary School Science, Elementary Secondary Education, *Graduation Requirements, *Science Curriculum, Science Education, *Science Tests, *Secondary School Science
Identifiers—ERIC Digests

This digest focuses on the impact of the educational reform movement on science education. Topics reviewed are: (1) "What is the message of educational reform?"; (2) "What changes have occurred?" listing increasing graduation requirements and lengthening schooling; (3) "Have educational reform efforts improved education?" reporting the recoveries of achievement scores and the lack of change in teaching methods; and (4) "What are some recommended actions?" suggesting focusing attention on middle school and low-achieving students, and designing an indicator system to track the reform. Fourteen references are listed. (YP)

ED 320 763 SE 051 451
Helgeson, Stanley L. Howe, Robert W.
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1989.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-14
Pub Date—89
Contract—RI88062006
Note—5p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Elementary Education, Information Centers, *Information Sources, Instructional Materials, *Organizations (Groups), Science Education, *Science Materials, *Secondary School Science, Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are concerned about student achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 18 references are included. (CW)

ED 320 762 SE 051 450
Helgeson, Stanley L. Howe, Robert W.
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science. ERIC/SMEAC Science Education Digest No. 1, 1989.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-13
Pub Date—89
Contract—RI88062006
Note—5p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Demonstration Programs, *Educational Improvement, Elementary Education, *Elementary School Science, Information Centers, *Information Sources, Instructional Materials, *Organizations (Groups), Science Education, *Science Materials, Teaching Methods
Identifiers—ERIC Digests

Many school staff and their client communities are concerned about pupil achievement, skills, and attitudes related to science. To respond to these concerns, staff need to determine how they can improve their science programs by modifying the content and skills emphasized in the curriculum, changing and supplementing instructional materials, changing instructional approaches, and changing the use of technology. This digest discusses publications and sources of information on exemplary programs from several states and national organizations. Highlighted are efforts of the National Diffusion Network (NDN), the National Science Foundation (NSF), the Educational Products Information Exchange (EPIE), Regional Educational Laboratories, The Educational Resources Information Center (ERIC), the COSMOS Corporation, the Department of Education, and the National Science Teachers Association (NSTA). A list of information sources and 14 references are included. (CW)

ED 320 761 SE 051 449
Howe, Robert W. Disinger, John F.
Environmental Education that Makes a Difference–Knowledge to Behavior Changes. ERIC/-SMEAC Environmental Education Digest No. 4, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-12
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitudes, *Behavior Change, Concept Formation, *Curriculum, *Educational Improvement, Elementary School Science, *Elementary Secondary Education, *Environmental Education, Program Descriptions, Secondary School Science, *Teaching Methods
Identifiers—ERIC Digests

Goals and objectives of many state and local environmental education programs have included developing students with knowledge, skills, positive attitudes and motivation to take action, to prevent and to resolve environmental problems. This digest describes variables involved in developing responsible environmental behavior and some teaching approaches and materials that have been effective in achieving this goal. Implications for educators are discussed. A list of 13 selected references is included. (CW)

ED 320 760 SE 051 448
Howe, Robert W.
Linking Environmental Education with Environmental and Health Hazards in the Home. ERIC/SMEAC Environmental Education Digest No. 3, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-11
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Environmental Education, *Environmental Influences, Environmental Standards, *Family Environment, *Hazardous Materials, *Pollution, Postsecondary Education, Public Health, Science Education, Secondary School Science, *Waste Disposal, Wastes
Identifiers—ERIC Digests

During the past several years, interest, concern, and action related to environmental problems have increased. Among the problems creating the concern have been materials that can cause pollution and biological damage in and near the home and the disposal of materials used in the home. Discussed in this digest are the reduction of problems related to hazardous and toxic materials in the home; student and parent awareness of hazardous and toxic materials found in the home and regulations concerning those materials; environmental decisions regarding home purchase and the correction of environmental problems in a family's current home, and the addition of information regarding hazardous and toxic materials to the school curriculum. Several good sources of information on the subject are recommended. A list of 12 references is included. (CW)

ED 320 759 SE 051 446
Howe, Robert W. Disinger, John F.
Teaching Environmental Education Using Out-of-School Settings and Mass Media. ERIC/SMEAC Environmental Education Digest No. 1, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-9
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary School Science, Elementary Secondary Education, *Environmental Education, Field Studies, *Museums, *Nonformal Education, *Organizations (Groups), *Outdoor Education, Postsecondary Education, Science Education, Secondary School Science, *Teaching Methods, Zoos
Identifiers—ERIC Digests

Research related to environmental education has consistently indicated that many students and young adults attribute a large amount of their knowledge of environmental concepts, problems, and issues to out-of-school (non-formal) educational settings and experiences. Data also indicate that students and young adults attribute much of their attitudes and values to similar experiences. This digest discusses out-of-school settings and experiences related to environmental education; effective strategies for teaching concepts; issue awareness in out-of-school environmental education; and trends in out-of-school environmental education. A list of ten selected references is included. (CW)

ED 320 758 SE 051 441
Howe, Robert W. Warren, Charles R.
Recent Developments in College Science Programs and Courses. ERIC/SMEAC Science Education Digest No. 4.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-4
Pub Date—88
Contract—RI88062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in a set of four for the year and content area $3.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, *College Science, Course Content, *Educational Improvement, *Educational Trends, *Engineering Education, Higher Education, Program Descriptions, *Science Curriculum, Science Education, Two Year Colleges, Universities
Identifiers—ERIC Digests

Due to data released in several reports in recent years, concern has been growing regarding the status of undergraduate science in two-year colleges, four-year colleges, and universities. Recommendations of reports on this topic are summarized. Types of programs and activities that have been developed with precollege schools and students; current developments in college science programs, courses, and materials for science and engineering majors; and current developments in college science programs, courses, and materials for non-science majors are discussed. Listed are the addresses of seven sources of information on developments in science and engineering at the postsecondary level. Twelve selected references are presented. (CW)

ED 320 662 PS 018 816
Guidelines for Family Television Viewing. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-3
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Family Problems, Guidelines, *Parent Responsibility, *Parent Role, *Programing (Broadcast), Social Action, *Television Commercials, *Television Viewing, *Violence
Identifiers—ERIC Digests

This ERIC digest addresses problems associated with children's excessive viewing of television programs and commercials and provides suggestions to help parents guide their children's television viewing. Children who watch television 3 to 5 hours a day have little time for other activities such as play, reading, and talking with others. Excessive television viewing may have a detrimental effect on children's learning and school performance. The amount of violence depicted on television is increasing. The average child views more than 20,000 commercials a year, and by doing so, may acquire a distorted picture of appropriate eating habits. A recent study found a direct relationship between amount of television viewing and children's risk of obesity. In this digest, parents who wish to address the problems associated with excessive television viewing are advised to: (1) know how much television their children watch and set limits on the amount of viewing; (2) encourage their children to plan their viewing; (3) watch television with their children and provide interpretations of excesses and distortions, such as violent actions; (4) encourage their children to watch programs that depict characters who cooperate and care for each other; (5) call their local stations and write or call networks or sponsors to express their feelings about programming; and (6) join with other concerned parents and public action groups. (RH)

ED 320 661 PS 018 815
Powell, Douglas R.
Parent Education and Support Programs. ERIC Digests.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-2
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Programs, *Delivery Systems, *Educational Quality, Federal Programs, *Outcomes of Education, *Parent Education, *Program Effectiveness, State Programs
Identifiers—ERIC Digests

This digest identifies current programmatic efforts to inform and support parents and briefly reviews research on the effectiveness of parent education and support programs. The discussion of approaches to parent support focuses on parent education programs, the Education of the Handicapped Act Amendments (Public Law 99-457), Head Start, state early childhood programs that center on families, and local, grassroots parent-oriented programs, such as Chicago's Family Resource Coalition. Evaluations of intensive parent- or family-oriented early childhood programs serving low-income populations have found positive short-term effects on child competence and maternal behaviors, and long-term effects on such family characteristics as level of education, family size, and financial self-support. Dimensions of a high quality parent program are discussed. (RH)

ED 320 648 JC 900 376
Banks, Debra L. Colby, Anita
Organizing Institutional Research in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-04
Pub Date—Dec 89
Contract—400-83-0030
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Administrative Organization, College Planning, Community Colleges, Consortia, *Institutional Research, *Intercollegiate Cooperation, *Models, School Effectiveness, Self Evaluation (Groups), State Programs, Two Year Colleges
Identifiers—ERIC Digests

Accountability has been a developing issue for community colleges for the past several years. Demands that two-year colleges provide evidence of the achievement of their goals has placed a heavy burden on institutional research offices. A number of organizational models have been used by community colleges in carrying out the research function, including on-site operations at the college or district level, collaborative efforts involving a consortium of colleges, and state-level coordination of research projects. Determining the most effective organizational model for integrating research into college operations depends upon the college's size, organizational complexity, available resources, research expertise, and commitment to institutional research. Four exemplary institutional research models are provided. (JMC)

ED 320 647 JC 900 375
Railsback, Gary Colby, Anita
Improving Academic Advising at the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-04
Pub Date—Jul 88
Contract—400-83-0030
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Advising, Community Colleges, *Counseling Effectiveness, Counseling Theories, *Counselor Role, Counselor Selection, Counselor Training, Faculty Advisers, Models, *Program Improvement, Two Year Colleges
Identifiers—ERIC Digests

While there is general consensus on the importance of good academic advising to student success and support for the American College Testing Program's developmental concept of advising, there is less agreement on the most effective model for delivery. Research suggests that both faculty-oriented advising and professional counselor-oriented systems may have fallen short of their intended purposes. Concern for the quality of academic advising and recognition of the important role it can play in promoting student retention and success underpin current efforts to improve advising. Steps to improve academic advising include the following: (1) preparing, reviewing, and revising a written plan detailing the goals and functions of academic advising; (2) screening potential advisors and informing them that they must be willing to do more than help students schedule classes; (3) requiring that students meet on a regular basis with their advisors; (4) implementing advising programs in which counselors and teachers work together as a team; (5) rewarding the efforts of those involved in academic advising; (6) training advisors in basic counseling skills and techniques and providing simulation and role-playing activities; (7) using computers in academic advisement; and (8) assessing students and administrators to determine if the advising system is meeting its goals. (JMC)

ED 320 569 IR 014 504
Preston, Nancy R., Ed.
Trends and Issues in Educational Technology: 1989. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-IR-90-1
Pub Date—May 90
Contract—R188062008
Note—4p.; This digest is based on "Trends and Issues in Educational Technology 1989," by Donald P. Ely.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts; please include self-addressed stamped envelope).
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Content Analysis, Distance Education, *Educational Technology, Elementary Secondary Education, *Evaluation, Higher Education, Instructional Design, *Instructional Development, Interactive Video, *Professional Education, Research and Development, Training, Trend Analysis
Identifiers—ERIC Digests

A content analysis was performed to determine the trends and issues in educational technology for the period from October 1, 1988, through September 30, 1989. Sources for the analysis included four leading professional journals in educational technology, papers given at annual conventions of three professional associations, dissertations from five universities that have a high level of doctoral productivity, and the educational technology documents that have been entered in the ERIC database. The analysis was complemented by the examination of supplementary documents to determine the political, social, and economic reasons for the findings. This digest features the top trends and selected issues identified in the study. Trends reflect: (1) a concern for the design and development of instructional products and procedures; (2) an increasingly important role for evaluation in the instructional development process; (3) an increasing use of research and development to solve current teaching and learning problems; (4) the presence of computers in almost all public schools in the United States; (5) the wide acceptance of interactive video as a research and development product but not in schools and higher education; (6) the establishment of distance education as a major vehicle of instruction at all levels of education and training; (7) a preoccupation among practitioners with professional education in the field; and (8) a concern for the impact of technology on society at large. (13 references) (GL)

ED 320 197 EA 021 583
Liontos, Lynn Balster
Collaboration between Schools and Social Services. ERIC Digest Series, Number EA 48.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disadvantaged, Elementary Secondary Education, Government Role, *Institutional Cooperation, *School Responsibility, *Social Problems, *Social Services
Identifiers—ERIC Digests, *Joining Forces (NASBE)

The growing chasm between society's complex problems and what the systems can do to help is driving reform in all sectors. Just as schools alone cannot compensate for the disadvantage created by troubled homes and communities, welfare and social agencies cannot hold out a hopeful future to clients lacking employment abilities. Comprehensive problems call for comprehensive services to the whole person and community. Family crises and poverty conditions must be alleviated if children are to concentrate in the classroom; children must succeed in the classroom if they are to support themselves and avoid long-term dependency as adults. Demographics and financial reasons also support collaboration. "Joining Forces," a National Association of State Boards of Education report, has launched a national effort to help education and social services work together to aid children and families at risk. Areas for collaboration include health care, income support, family social services, tutorial and remedial help, before- and after-school care, improved parental literacy and involvement, linkage between employment and education, and attendance policies seeking to retain rather than exclude. Advice is provided for understanding the problem and building interagency collaboration. Examples of collaborative efforts in New Hampshire, Washington, D.C., Texas, and Michigan are summarized. Tips are provided for ensuring collaborative success that transcends special project status and attempts fundamental organizational change. (Nine references) (MLH)

ED 320 196 EA 021 582
Beswick, Richard
Racism in America's Schools. ERIC Digest Series, Number EA 49.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—R188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 shipping and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Ethnic Bias, Ethnicity, Ethnic Relations, Minority Groups, Multicultural Education, *Racial Attitudes, *Racial Bias, *Racial Discrimination
Identifiers—ERIC Digests

Schools play an important role in combatting racism, which, despite a quarter century of desegregation, may be increasing. Possible solutions offered in this report are: public declarations of repugnance for racism; multicultural educational programs; use of teachers as role-models; and effective use of tolerance-generating resources. Several other motivational and confrontational strategies used by educators to change racist behavior are discussed. Schools can preserve ethnic identity without sacrificing social integration by offering programs that recognize the distinction between the meanings of culture and ethnicity. Multicultural education must distinguish between culture and ethnicity if it is to preserve ethnic identity while facilitating social integration. Multicultural education offers excellent ways to uncover prejudice and to stimulate appreciation for racial and ethnic differences. (12 references) (LMI)

ED 320 138 CS 010 138
Sensenbaugh, Roger
Multiplicities of Literacies in the 1990s. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-7
Pub Date—Jul 90
Contract—R188062001
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (free)
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Educational Objectives, Elementary Secondary Education, Language Role, *Literacy, Reading Instruction
Identifiers—ERIC Digests

Discussing the evolving conception of literacy, this digest provides a current review of material in the ERIC database on the multiplicities of literacies. The digest includes sections on the broadening scope of literacy, acquisition of literacies, defining literacy, and expanding the domain of literacy. (RS)

ED 319 877 UD 027 531
Ascher, Carol
Linking Schools with Human Service Agencies. ERIC/CUE Digest No. 62.
Children's Defense Fund, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-2
Pub Date—Feb 90
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ancillary School Services, Cooperative Programs, Elementary Secondary Education, Health Services, *Human Services, Individual Needs, *Institutional Cooperation, Literature Reviews, *Program Development, *Pupil Personnel Services, *School Community Relationship, Social Services
Identifiers—*Collaboratives, ERIC Digests

A number of factors put pressure on schools to work more closely with health, social service, and other youth-serving institutions but poor communications, program redundancies, fear for job security, and concerns about parent and community support for controversial services inhibit close collaboration. Recent successful collaborative school, health, and social service programs at the federal and local level have renewed interest in school-human services linkages. Schools are the natural focus for combined services because every child must attend school, but school organization proves problematic for service professionals. Most efforts at improving collaboration have focused on improving bureaucratic cooperation. The following characteristics are associated with successful locally developed programs. They: (1) offer a wide array of direct services or serve as entry to those comprehensive services; (2) move beyond crisis management and early intervention and focus on prevention and development; (3) cross professional and bureaucratic boundaries; (4) provide staff time, training, and skills needed to build relationships of trust and respect; (5) hire a staff member from the local community to serve as a facilitator; (6) involve both parents and teachers in communications; (7) deal with the child as part of a family, and the family as part of the community; and (8) provide accountability, with creative and meaningful measures. Because collaborations still focus on bureaucracies, integrated youth policies must be developed that focus on the individual needs of the student. (FMW)

ED 319 876 UD 027 530
Passow, A. Harry
Enriching the Compensatory Education Curriculum for Disadvantaged Students. ERIC/CUE Digest No. 61.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-90-1
Pub Date—Jan 90
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
Pub Type— Reports - Evaluative (142) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Class Organization, *Cognitive Development, Compensatory Education, Curriculum Development, *Curriculum Problems, *Disadvantaged, Elementary Secondary Education, High Risk Students, Literature Reviews, Program Evaluation, Remedial Mathematics, *Remedial Programs, Remedial Reading, *Student Needs
Identifiers—*Education Consolidation Improvement Act Chapter 1, ERIC Digests

Evaluations of compensatory education programs provided under Chapter 1 of the Education Consolidation and Improvement Act (ECIA) indicate that the traditional provision of a less challenging curriculum, limited achievement goals, and emphasis on pull-out programs for compensatory instruction actually hamper the ability of low-achieving students to develop critical thinking skills, lower their learning expectations, and stigmatize them as inferior. Because of a lack of coordination between regular and compensatory education classes, Chapter 1 students end up with less instructional time than other students, and the reading skills teaching they receive is not related to other learning and study areas. Chapter 1's emphasis on mastery learning techniques that may improve standardized test scores fails to help students learn how to work independently and develop cognitive strategies. Disadvantaged students continue to be taught relatively low-level reading skills that do not transfer to the higher-level knowledge and skills that comprise literacy. Remedial mathematics programs have been criticized for fragmenting the curriculum into enrichment programs, differential programs, and developmentally based programs rather than emphasizing the interdependence of ideas and the use of reasonable procedures to arrive at an answer. Disadvantaged students need access to a sound core curriculum that is as rich and balanced as that provided to high achieving students. (FMW)

ED 319 742 SP 032 428
Summerfield, Liane
Adolescents and AIDS. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-8-89
Pub Date—Jun 90
Contract—RI88062015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Adolescents, At Risk Persons, Communicable Diseases, Drug Abuse, Health Promotion, Sexuality, *Social Attitudes, *Special Health Problems
Identifiers—ERIC Digests

A brief overview is presented on the incidence of AIDS among the adolescent population. Some recommendations are included on promoting behavior change through educational intervention. References from the ERIC data base are included. (JD)

ED 319 652 SO 020 823
Holt, Evelyn R.
"Remember the Ladies"-Women in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-2
Pub Date—Mar 90
Contract—RI88062009
Note—4p
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Educational Strategies, Elementary School Curriculum, Elementary Secondary Education, *Females, Feminism, Secondary School Curriculum, Sex Bias, Sex Stereotypes, *Social Studies, United States History, Womens Studies
Identifiers—ERIC Digests

Three questions are addressed in this document: (1) How have women been treated in social studies textbooks and curricula? (2) What are some strategies for including women in social studies? (3) What resources are recommended for teachers and students? Textbook studies of the 1970s revealed limited coverage of women in the social studies, and the few references to women conveyed negative stereotypes rather than balanced and realistic portrayals of changing roles in modern society. Coverage of women in textbooks increased in the 1980s, but neither the quality nor quantity of these treatments was adequate. Suggestions offered for integrating women in the curriculum are: (1) In economics, study the inequalities of income distribution and investigate why these inequalities exist in society. (2) In sociology, examine charges of sex discrimination in the United States and what these charges are based upon. (3) Political science classes can research significant court cases that have influenced women's rights in this country. (4) Geography, world history, and world studies can involve the analysis of the status of women in other countries and at other times. Resources are available at the international, national, state, and local levels. Several are noted, along with their areas of interest and addresses. A 10-item bibliography is included. (JB)

ED 319 651 SO 020 822
Prior, Warren R.
Teaching about Australia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-90-1
Pub Date—Feb 90
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Area Studies, Comparative Analysis, Cultural Awareness, Cultural Differences, *Curriculum Enrichment, *Educational Strategies, Elementary Secondary Education, Foreign Countries, Global Approach, *Social Studies
Identifiers—*Australia, ERIC Digests

Many reasons can be offered for teaching about Australia. The field of Australian studies offers many opportunities for U.S. teachers and students to critically analyze aspects of their own culture, for there are many experiences in the history of Australia that parallel the U.S. experience. Australia and the United States have strong ongoing economic, social, and political ties. A study of Australia reveals interesting interactions between an extremely old geological landscape and the evolution of its unique fauna and flora. The Aboriginal people in Australia have possibly the oldest indigenous culture still operating. Teaching about Australia can profitably be included in the curriculum from kindergarten to 12th grade as part of a global perspective in social studies education. Teachers can begin with basic geography lessons to locate Australia on a world map, noting its size, major geographic features, climatic zones, demographic distribution, location of major cities, and state borders. A historical perspective can be used to enhance understanding of different cultures in Australia. The use of a range of Australian literature, art, films, and visual and oral primary source materials can be a useful entry into an understanding of the values and assumptions underlying Australian culture. A study of issues facing Australia today can enhance students' inquiry skills and enable them to form generalizations that may be useful in explaining issues facing the United States. A 16-item bibliography is included. (JB)

ED 319 630 SE 051 465
Suydam, Marilyn N.
Curriculum and Evaluation Standards for Mathematics Education. ERIC/SMEAC Mathematics Education Digest No. 1, 1990.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-90-28
Pub Date—90
Contract—RI88062006
Note—4p
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Guides, *Elementary School Mathematics, Elementary Secondary Education, *Evaluation Criteria, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Mathematics Tests, *Secondary School Mathematics
Identifiers—*National Council of Teachers of Mathematics

This digest reviews the National Council of

Teachers of Mathematics' "Curriculum and Evaluation Standards for School Mathematics." Topics summarized are: (1) rationale; (2) underlying assumptions; (3) five goals for students; (4) framework for curriculum; (5) standards for each grade cluster; (6) standards for general assessment, student assessment, and program evaluation; (7) suggested change in mathematics instruction; and (8) steps for implementation. Ten references are listed. (YP)

ED 319 629 SE 051 447
Disinger, John F. And Others
Recent Developments in College Level Environmental Studies Courses and Programs. ERIC/-SMEAC Environmental Education Digest No. 2, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-10
Pub Date—88
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, College Science, Curriculum, *Educational Trends, *Environmental Education, *Higher Education, *Program Improvement, *Science and Society

This digest identifies characteristics of successful higher education programs in environmental studies and trends in environmental studies programs and courses. Characteristics of programs that have continued for the past two decades are listed. Some of the variables associated with programs that have not continued are identified. Recent trends related to the programs in environmental studies include: (1) an increase in the number of courses including environmental concerns; (2) a small increase in the number of general education courses with emphasis on environment; (3) an increase of internships and research experiences; (4) an increase in the number of technically-oriented programs; (5) an increase in course offerings for adult education and post-degree training; and (6) development of courses related to science/technology/society. Seven references are listed. (YP)

ED 319 628 SE 051 444
Howe, Robert W. Warren, Charles R.
Accountability in Mathematics Education. ERIC/-SMEAC Mathematics Digest No. 3, 1988.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SE-88-7
Pub Date—88
Contract—R188062006
Note—4p.
Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, Room 310, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area $3.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Elementary School Mathematics, Elementary Secondary Education, Evaluation Criteria, Mathematics Achievement, *Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Outcomes of Education, Performance, *Program Effectiveness, School Effectiveness, *Secondary School Mathematics

This digest provides information on determining the effectiveness of school mathematics programs. The purposes for developing accountability programs and characteristics of good mathematics programs are listed. State goals and objectives and standards developed by the National Council of Teachers of Mathematics have furthered the production of materials useful in the development of school goals and objectives. Data on several variables should be collected, including curriculum, instruction, and student learning, to determine the effectiveness of the program. Processes for using collected data are considered. Thirteen references are listed. (YP)

ED 319 583 RC 017 656
Hunter, James Howley, Craig B.
Capital Outlay: A Critical Concern in Rural Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-1
Pub Date—Mar 90
Contract—R188062016
Note—3p.; For the monograph by D. Thompson and others, see ED 306 067.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Capital Outlay (for Fixed Assets), *Educational Equity (Finance), Educational Finance, Elementary Secondary Education, Financial Problems, *Financial Support, Public Schools, *Rural Schools, School Construction, *School Districts, *State Aid, State School District Relationship
Identifiers—*Educational Adequacy, ERIC Digests

This digest, which is based primarily on the 1989 ERIC/CRESS monograph entitled "Achievement of Equity in Capital Outlay Financing: A Policy Analysis for the States," by D. Thompson G. Stewart, D. Honeyman, and R. Wood, addresses possible solutions to the emerging problem of capital outlay financing, with special attention to facilities in rural areas. Construction and maintenance of school buildings have traditionally depended on local funding. But rural school districts, operating on some of the lowest revenue bases in the country, are often unsuccessful in raising property taxes to meet capital outlay needs. Also, the state-mandated reforms of recent years have placed an additional burden on local budgets, diverting possible resources from capital outlay financing. Recent court rulings have linked capital outlay financing to the established legal premises of adequacy and equity, and have implied the need to provide poor school districts with additional outside funds. State aid for capital outlay has been instituted in 28 states, ranging from full state funding to state or local building authorities, which often seek to involve private enterprise. All forms of such state aid have disadvantages related to loss of local control. Strong partnerships between state education agencies and local education agencies are vital to countering such disadvantages. This digest contains 10 references. (SV)

ED 319 581 RC 017 654
McEachern, William Ross
Supporting Emergent Literacy among Young American Indian Students.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-3
Pub Date—Mar 90
Contract—R188062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, *Beginning Reading, Cultural Activities, *Language Experience Approach, Listening Comprehension, *Prereading Experience, Primary Education, *Reading Comprehension, Reading Instruction, *Reading Materials, Reading Readiness, Teacher Developed Materials, Whole Language Approach
Identifiers—*Emergent Literacy, ERIC Digests

This digest links the development of listening comprehension to the emerging reading comprehension of young American Indian students, and suggests ways that teachers can use locally produced materials to enhance young students' emergent literacy. Reading comprehension is the key to literacy, and prior knowledge supports listening and reading comprehension. However, most commercial reading materials used in schools do not reflect American Indian students' exprience of the world. Since there are many culturally distinct American Indian groups, producing commercial "Indian" materials is not a viable alternative. Studies have shown, however, that culturally relevant instructional materials increased listening comprhension among American Indian primary students. Such findings indicate the effectiveness of teachers' efforts to produce instructional materials locally. Such efforts might involve inviting community storytellers into the classroom and transcribing oral presentations for use as reading materials, or encouraging children to develop stories based on their own experiences. Teachers must also recognize the linguistic diversity of their students, who may use English as first language, second language, or dialect. Students' linguistic backgrounds must be considered when designing a language arts program. This digest contains 10 references. (SV)

ED 319 580 RC 017 653
Sosa, Alicia
Making Education Work for Mexican-Americans: Promising Community Practices. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-90-2
Pub Date—Mar 90
Contract—R188062016
Note—3p.
Available from—ERIC/CRESS, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Involvement, Elementary Secondary Education, *Enrichment Activities, *High Risk Students, Hispanic Americans, *Mexican American Education, Parent Education, Role Models, *School Community Programs, School Community Relationship, Social Support Groups, Youth Programs
Identifiers—California, ERIC Digests, Texas

Hispanic students have higher dropout rates and lower academic achievement than Anglo students. While schools have begun to address the issue of underachievement, some community groups have implemented enrichment programs that focus on the affective domain–self-esteem, family values, and cultural pride. This digest describes and synthesizes the successful strategies of several community programs in Texas and southern California: Valued Youth Partnership Program (San Antonio), Youth Community Service program (Los Angeles), Project ONDA (Opportunities for Networking and Developing Aspirations) (Dallas), Pasadera (Stepping Stone) Program (San Antonio), National Hispanic Institute programs (Austin), Del Mar College's Prefreshman Engineering Program (Corpus Christi), the University of Texas at El Paso's Mother-Daughter Program, and ADVANCE (San Antonio). These programs involve peer tutoring, adult mentors, training in leadership and communication skills, support groups, health promotion, child abuse prevention, and college experiences for high school students. These programs share many key features. In particular, they: (1) actively recruit students, (2) serve a small group of students; (3) direct personal attention at students; (4) focus on enrichment, not deficits; (5) target the affective domain; (6) validate the language and culture of students' homes, (7) provide support and role models using local resources; (8) facilitate other support needed to ensure attendance; and (9) celebrate students' accomplishments publicly. This digest contains 10 references. (SV)

ED 319 297 HE 023 485
Jacoby, Barbara
The Student as Commuter: Developing a Comprehensive Institutional Response. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.; George Washington Univ., Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-7
Pub Date—89
Contract—R188062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Commuter Colleges, *Commuting Students, Educational Experience, Higher Education, Institutional Evaluation, Institutional Role, *Student College Relationship, *Student Welfare
Identifiers—ERIC Digests

A preview is given of ASHE-ERIC report no. 7 which focuses on commuting students at colleges and universities and how institutions of higher education can begin to respond to these students' special circumstances that are greatly affecting their educational experience. The diversity of commuter students and their educational goals requires the use of multiple approaches, such as human development theories, campus design, and the use of Maslow's hierarchy, of needs. Institutions of higher education can determine whether or not commuter students' goals and educational needs are being met by first developing a commuter student profile, then by carrying out an institutional self-appraisal of its services and offerings that benefit all students, and finally, by completing an analysis of the institution/student interactions that are important to the student's development and campus life. Thirteen principle elements of a comprehensive institutional response are provided. Six references. (GLR)

ED 319 067 CS 212 359
Gottlieb, Stephen S.
The Right To Read: Censorship in the School Library. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-6
Pub Date—Jun 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47408-2698 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Censorship, Court Litigation, Court Role, Information Sources, *Literature, School Community Relationship, *School Libraries
Identifiers—*Controversial Materials, ERIC Digests, *New Teachers, Pico v Island Trees Union Free School District

This digest examines the current status of outside attempts to censor literature in the school library. The digest (1) reports on several court cases which came about because literary works were removed from school libraries; (2) discusses the censors and their opponents; and (3) reviews some guidelines for new teachers who might be presented with censorship dilemmas. (NKA)

ED 318 915 CE 054 839
Wagner, Judith O.
Locating Vocational Education Curricula. ERIC Digest No. 97.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-97
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Consortia, Curriculum Development, *Educational Resources, Information Networks, *Information Sources, *Instructional Materials, Media Selection, Postsecondary Education, *Resource Materials, Secondary Education, *Shared Resources and Services, *Vocational Education
Identifiers—Curriculum Coordination Centers, ERIC Digests, *National Network for Curr Coord in Voc Tec Educ, State Liaison Representatives, Vocational Education Curriculum Materials Database

To find vocational education curriculum materials, educators can contact their State Liaison Representative (SLR) to the National Network for Curriculum Coordination in Vocational and Technical Education (NNCCVTE), regional Curriculum Coordination Center (CCC), state vocational education resource center (SVERC), and/or one of the consortia that develop and sell vocational education materials. They may also search the ERIC (Educational Resources Information Center) and VECM (Vocational Education Curriculum Materials) databases. ERIC is a general education database that contains more than 700,000 references to print documents. VECM is limited to instructional materials but includes audiovisual as well as print materials. The NNCCVTE is made up of six regional CCCs and a web of SLRs that serve as links between the education community of a particular state and its regional CCC. One of the advantages of borrowing curriculum from a regional CCC is that the materials can be reviewed and evaluated before purchase. Some SVERCs are maintained as libraries of print and audiovisual vocational education materials, and provide services such as curriculum development workshops and computer searches. SVERCs can be contacted by calling a state department of vocational education, SLR, or CCC. Among the many commercial and nonprofit agencies that develop curriculum materials are the Vocational-Technical Education Consortium of States (V-TECS), Mid-America Vocational Curriculum Consortium, and American Association of Vocational Instructional Materials. (CML)

ED 318 914 CE 054 838
Imel, Susan
Vocational Education Performance Standards. ERIC Digest No. 96.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-96
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Accountability, *Competence, *Educational Quality, Employment Level, Job Skills, Occupational Tests, *Outcomes of Education, Performance, Postsecondary Education, *Program Evaluation, Secondary Education, *Standards, Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, ERIC Digests

Pending legislation for the reauthorization of the Carl D. Perkins Vocational Education Act mandates the development of performance indicators or standards, which are also called educational indicators, quality indicators, outcome indicators, performance standards, and performance measures. There is general agreement that indicators or standards are single or composite statistics that reveal something about the performance or health of an educational system. Three of the most frequently used outcome measures developed for vocational education in the last decade are labor market (including job placement, earnings, and the duration of employment and unemployment), learning (most often measured in occupational competency testing), and access (monitoring the numbers of women, minorities, and students with special needs who are enrolled in programs). None of the outcome measures currently in use appears to be sufficient when used singly, although some combination of labor market, learning, and access outcomes seems promising. Illinois and Minnesota are working on such combinations. Developing and implementing a system of performance standards for vocational education requires making demanding decisions on performance assessment, accountability, and actions. Among potential problems are the impact of performance standards on those whom the program serves, the influence of performance standards on the types of training provided, the difficulty of meeting multiple standards, and the difficulty of adjusting standards for programs in different labor markets. (CML)

ED 318 913 CE 054 837
Imel, Susan
Jobs in the Future. ERIC Digest No. 95.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-95
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Articulation (Education), Basic Skills, Career Education, Dislocated Workers, *Education Work Relationship, Emerging Occupations, Employment Opportunities, Employment Patterns, *Employment Projections, Human Capital, Job Development, Job Skills, Labor Economics, Labor Force, *Labor Force Development, *Labor Needs, *Labor Supply, Labor Utilization, *Nontraditional Occupations, Occupational Mobility, Postsecondary Education, Retraining, Vocational Education
Identifiers—ERIC Digests

The most significant factors affecting the labor market during the 1980s were the United States' loss of competitiveness in the world marketplace, continued shifts in production from goods to services, changes in the skill requirements of many jobs, and demographic shifts in the population. During the next decade, incompatibility between the type of work available and the kind of labor force available to do it is expected because (1) the most rapid growth will be in occupations that require some postsecondary education and training, but the work force is not expected to have the educational background to qualify for the required training and education; (2) minorities and women, who continue to enter the labor force in large numbers, are underrepresented in the fast-growing occupations and overrepresented in occupations for which the slowest growth is projected; and (3) projected job decline will displace some goods-producing workers who are not expected to have the training for other available jobs and, unless men infiltrate the "pink collar ghetto," there may be serious worker shortages in health occupations. Strategies for vocational and career educators include playing a larger role in dropout prevention; developing articulation models between secondary and postsecondary education; emphasizing the importance of all students considering nontraditional occupational choices; developing programs that are accessible to all groups within the population; and providing programs that include the development of basic skills as well as those that are occupationally specific. (CML)

ED 318 912 CE 054 836
Kerka, Sandra
Job-Related Basic Skills. ERIC Digest No. 94.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-90-94
Pub Date—90
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Basic Skills, Communication Skills, Creative Thinking, *Employer Attitudes, Functional Literacy, Goal Orientation, Interpersonal Competence, *Job Skills, Labor Force Development, Leadership, *Learning Strategies, Listening Skills, Problem Solving, *Productivity, *Program Development, Program Evaluation, Self Esteem, Simulation, Teamwork, Thinking Skills
Identifiers—ERIC Digests, *Workplace Literacy

Seven job-related basic skills identified as skills employers want are as follows: (1) learning to learn; (2) reading, writing, and computation; (3) oral communication and listening; (4) creative thinking and problem solving; (5) personal management, including self-esteem, goal setting, motivation, and personal and career development; (6) group effectiveness, including interpersonal skills, negotiation, and teamwork; and (7) organizational effectiveness and leadership. The importance of workplace literacy has been underscored by the link between basic skills and productivity. The importance of "functional context" to basic skills training for adults is illustrated by programs for extreme low-level literate persons who need long-term intensive adult literacy programs, programs for improving the effectiveness of training through basic skills improvement, and simulation programs that illustrate the effects of on-the-job mistakes without jeopardizing the employee or the work process. The steps for developing programs to improve job-related basic skills are as follows: identify the problem, prepare an action plan; design, develop, and implement curriculum; and evaluate and monitor the program. Workplace literacy programs can improve worker self-esteem and job performance, company productivity, and the nation's competitiveness. (13 references) (CML)

ED 318 738 SP 032 424
Kauffman, Dagmar
Successful Minority Teacher Education Recruitment Programs. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-9-88
Pub Date—Sep 88
Contract—RI88062015
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Higher Education, High Schools, High School Students, Magnet Schools, *Minority Group Teachers, *Nontraditional Education, *Teacher Education Programs, *Teacher Recruitment, Two Year Colleges
Identifiers—ERIC Digests

A brief overview is presented of some successful minority teacher education recruitment programs. The sample of programs includes the following: secondary education programs targeting junior and senior high school students; teaching profession magnet programs; articulation programs between four- and two-year colleges for community college students; and nontraditional programs preparing professionals, retirees, and/or career changers to become teachers. Fifteen references on the topic are cited. (JD)

ED 318 464 IR 014 412
Barron, Linda And Others
Enhancing Learning in At-Risk Students: Applications of Video Technology. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-12
Pub Date—Dec 89
Contract—RI88062008
Note—4p.; Contributors are from Peabody College of Vanderbilt University, Learning Technology Center, Cognition and Technology Group.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Grade 5, *High Risk Students, *Instructional Effectiveness, Instructional Improvement, Intermediate Grades, *Intermode Differences, Language Arts, Preschool Children, Prior Learning, Social Studies, *Videodisks, *Videotape Recordings
Identifiers—*Contextualized Learning Environments, ERIC Digests, Story Comprehension

The use of contextualized learning environments with learners who are at risk of school failure arises from the recognition that students who are introduced to concepts and strategies out of a meaningful context will view them as irrelevant to daily life. Contexts created by teachers using videotape and random access videodisc technologies have three advantages: (1) they provide rich sources of information with opportunities to notice various images, features, issues, and problems; (2) they enable students to perceive dynamic moving events; and (3) they allow students to develop skills of pattern recognition related to visual and auditory cues. Anchored instruction projects at Vanderbilt's Learning Technology Center have examined the effectiveness of shared contextualized learning environments in promoting learning. One study showed that a group of preschool children who viewed a videodisc of a story learned much more than a group who heard the same story read aloud. A second project found that fifth grade students who received instruction in the language arts and social studies within the context of a movie were much more likely to use the new vocabulary, writing skills, and historical information that was presented than students who received the same instruction without the video anchor. Data from such projects offer an opportunity to merge recent knowledge about cognition, instruction, and culture with video technology to develop instructional systems that can make significant improvements in the way the teaching and learning process for at-risk students is carried out in the schools. (9 references) (BBM)

ED 318 231 FL 018 445
Wolfram, Walt
Incorporating Dialect Study into the Language Arts Class. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-10
Pub Date—Feb 90
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Classroom Techniques, Curriculum Design, *Dialect Studies, Elementary Secondary Education, *Language Arts, Pronunciation Instruction, Research Projects, Standard Spoken Usage, Student Projects, Vowels
Identifiers—ERIC Digests

Most educational programs focusing on dialect differences are constructed to move speakers toward the standard variety of English. However, dialect study as language study in its own right introduces dialects as resources for learning about language and culture, with potential for language arts education. Systematic introduction of dialect diversity in the language arts curriculum can be used to: (1) challenge popular myths about dialects; (2) offer a new perspective on the nature of language; and (3) develop critical thinking skills. Studying dialects does not threaten the sovereignty of Standard English, but instead offers an understanding of the reasons for learning this variety. Although the themes in a curriculum unit on dialects vary depending on level, topics should be included concerning the naturalness of American English dialects, dialect patterning and rule government, dialect levels, and dialect consequences. Learning about dialects is accomplished most efficiently through active learning supported by a variety of audio-visual aids, several of which are available commercially. A sample exercise about dialect patterning in Southern vowel pronunciation illustrates another kind of learning activity; the range of possible class projects is broad and varied. Appropriate levels for dialect study range from mid-elementary to upper secondary education. (MSE)

ED 318 230 FL 018 444
Baron, Naomi S.
The Uses of Baby Talk. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-08
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Affection, *Age Differences, Attention Control, *Interpersonal Communication, Language Research, *Language Role, *Language Styles, *Parent Child Relationship, Social Experience
Identifiers—*Baby Talk, ERIC Digests

Baby talk, also known as motherese or child-directed speech, refers to a set of speech modifications commonly found in the language adults use to address young children. The same functional motivations underlying adult speech to other adults also shape adult speech to children. These include pedagogy, control, affection, social exchange, and information-giving. In each of these ares, baby talk is a coherent language style used with both children and adults, and it arises for identifiable, logical reasons. While use of an isolated baby talk feature may temporarily slow emergence of a specific linguistic construction, overall, as a speech register, it has never been shown to hamper linguistic growth. Research has addressed only the pedagogical function of baby talk. Every parent must evaluate the efficacy of baby talk, especially when it functions for control or as an expression of affection. Baby talk for social interaction does both foster language development and benefit the parent. (MSE)

ED 318 226 FL 018 297
Stansfield, Charles W.
Language Aptitude Reconsidered. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-05
Pub Date—Dec 89
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Aptitude, *Aptitude Tests, *Cognitive Processes, Research Needs, *Second Language Learning, Standardized Tests, *Test Use
Identifiers—*ERIC Digests

Foreign language aptitude was the subject of much research in the 1950s and has been the subject of intermittent research for the last 30 years. Aptitude is measured by the amount of time it takes an individual to learn. Foreign language aptitude appears to differ from general aptitude or intelligence. One theory states that foreign language aptitude consists of four cognitive abilities: (1) phonetic coding, or the ability to segment and identify distinct sounds, form associations between the sounds and their symbols, and retain these associations; (2) grammatical sensitivity, or the ability to recognize the grammatical function of words or other linguistic structures in sentences; (3) rote learning ability in foreign language situations; and (4) inductive language learning ability, or the ability to infer the rules governing language use. Several tests of foreign language ability are in use today for a variety of purposes in government and education. Concerns about the age of currently used language aptitude tests and the need to incorporate new knowledge of aptitude into test design suggest a need for research, test development, and data collection and analysis. The concept of language aptitude may need to be expanded and refined. (MSE)

ED 318 176 EC 230 579
Rights and Responsibilities of Parents of Children with Handicaps. ERIC Digest #E460.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order of 5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Legislation, Elementary Secondary Education, Individualized Education Programs, *Parent Responsibility, *Parent Rights, Parent Role, Preschool Education
Identifiers—Education for All Handicapped Children Act, ERIC Digests

In a question-and-answer format, this single sheet outlines the rights of parents in the special education process, as provided by Public Law 94-142, including the right to a free appropriate public education for the child, to request a re-evaluation, to have the child tested in the child's primary language, and to participate in the development of the child's individualized education program. Parent responsibilities are also noted, such as developing a partnership with the school or agency, making sure the child is included in the regular school activities program, and monitoring the child's progress. The parent's role in developing the Individualized Education Program is also described. A final section lists resources available to help parents. (JDD)

ED 318 039 CS 506 766
Aiex, Nola Kortner
How to "Read" Television: Teaching Students to View TV Critically. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 89
Contract—RI88062001

Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audience Response, *Critical Viewing, *Curriculum Development, Evaluative Thinking, High Schools, High School Students, Mass Media Use, Models, Television Curriculum, *Television Viewing, *Visual Literacy
Identifiers—ERIC Digests, Media Courses, *Media Education, *Television Literacy

Although schools in many countries have initiated mass media education, American schools still give little consideration to any systematic study of the mass media. Students are particularly in need of learning how to apply basic critical viewing concepts to watching television, the most powerful and ubiquitous of the mass media. Most researchers and scholars advocate formal media education for high school students, arguing that it would make for better informed citizens, and that critical viewing will stimulate critical thinking. (NKA)

ED 318 035 CS 212 324
Applebee, Arthur N.
Book-Length Works Taught in High School English Courses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-05
Pub Date—May 90
Contract—RI88062001
Grant—G008720278
Note—3p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Smith Research Center, Suite 150, Indiana University, Bloomington, IN 47408-2698 (no cost; up to 10 no-cost items, $2.00 postage and handling).
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Drama, Educational Research, *English Curriculum, *English Instruction, *Fiction, *High Schools, *Literature Appreciation, School Surveys
Identifiers—ERIC Digests, Literary Canon

This digest discusses the highlights of a study which surveyed (in 1988) the book-length works taught in high school English programs in public, parochial, and independent schools and then compared the survey results with results of a similar survey in 1963. The digest reports that the 10 titles most frequently taught in public, Catholic, and independent schools for Grades 9-12 are remarkable for their consistency more than their differences: the titles included in the top 10 are identical in the public and Catholic school samples, and nearly so in the independent schools. Additionally, the digest reports that the lists of most frequently required texts show little recognition of the works of women or of minority authors and have changed only minimally since 1963. (SR)

ED 317 542 SP 032 236
Curry, Jennifer
The Role of the Community College in the Creation of a Multi-Ethnic Teaching Force. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-11-88
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Colleges, *Cultural Pluralism, Ethnicity, Higher Education, *Minority Group Teachers, *Student Recruitment, Teacher Education, *Teacher Supply and Demand, Two Year Colleges

Community colleges have the students, support services, and articulation mechanisms in place to play a critical role in the development of a multi-ethnic teaching force. This Digest examines the demand for an ethnically diverse teaching force and the possible sources of supply for that force. The role of the community colleges in recruiting and training are discussed as well as some strategies they might employ for realizing their potential in recruiting and retaining promising students. (JD)

ED 317 332 RC 017 430
Cole, Robert
Small Schools: An International Overview. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-12
Pub Date—Sep 89
Contract—RI88062016
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Comparative Education, Educational Change, Educational Policy, Elementary Secondary Education, Excellence in Education, Institutional Survival, One Teacher Schools, *Rural Schools, School Demography, *School Size, *Small Schools, Social Change, Teaching Conditions
Identifiers—ERIC Digests, Small School Districts

This ERIC digest presents an overview of small-scale schooling in an international context; examines demographic data, staffing problems, and incentives used in other nations; and points out the distinctive characteristics and unique value and potential of small schools in both industrialized and developing nations. Rural school populations remain significant in most countries and even in the most industrialized countries, small rural schools are still the rule rather than the exception. The plight of small schools has, however, grown worse in both industrialized and developing nations. Stereotypes of small schools and their settings are misleading; these schools are diverse, and their characteristics vary substantially, even within a single nation. Small schools have survived out of necessity in industrialized and developing nations alike. Although no one definition of "rural" or "small" applies to all countries and settings, the strengths and needs of small schools transcend national boundaries. Small schools will not disappear in the foreseeable future because the rural populations served by small schools will continue to be substantial, even as industrialization proceeds. The strengths of small schools, as well as their evident needs, are significant, and policies should attend to both. Because of their diversity, small schools cannot be well served by a single policy even within a given nation. Policies to support small schools must consider the specific local or regional context, so that the needs of small schools can be met at the same time. This digest lists 10 references. (ALL)

ED 317 273 PS 018 655
Bowman, Barbara T.
Educating Language-Minority Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-90-1
Pub Date—90
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Language, *Classroom Communication, Cultural Differences, *Cultural Influences, Elementary Education, Ethnic Groups, Guidelines, *Individual Development, Language of Instruction, *Limited English Speaking, Minority Group Children, *Teacher Responsibility, Teaching Methods
Identifiers—ERIC Digests, *Language Minority Students

This ERIC Digest delineates problems posed by the increasing number of language-minority children in schools and offers suggestions for teaching children from different cultures. It is maintained that a group's language reflects its culture, and the uses to which that language is put are culturally determined. When children and adults do not share common experiences and beliefs, adults are less able to help children encode their thoughts in language. To overcome problems of the multicultural classroom, teachers need to learn to recognize developmentally equivalent patterns of behavior across cultures. They should not value some ways of achieving developmental milestones more highly than others. Teachers need to begin instruction with interactive styles and content that is familiar to the children. Whether this entails speaking in the child's primary language, using culturally appropriate styles of address, or relying on patterns of management familiar to the children, the purpose is to establish a basis for communication. One of the most important tasks for teachers is interpreting the school's agenda to parents. When differences exist between the cultural patterns of the home and community and those of the school, teachers must deal with the differences directly. Formal assessment of learning outcomes should be delayed until teachers and children have built a set of shared meanings. (RH)

ED 317 146 HE 023 367
Stark, Joan S. And Others
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-6
Pub Date—89
Contract—RI88062014
Note—3p.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Improvement, Expectation, Higher Education, Self Concept, *Student Educational Objectives, *Student Evaluation

As the United States debates what it expects of college graduates and how to measure the achievement of these expectations, the goals of students frequently are overlooked. Goals are what individuals hope to achieve and accomplish. Currently most colleges collect information about the broad goals students hold for attending college as they enter, and the information is used for administrative planning or developing strategies to recruit and retain students. Some institutions also collect perceptions from graduating seniors and alumni about the extent to which they achieved their academic, personal, social, and vocational goals in college. Few institutions measure how student goals change from entrance to graduation or as a result of specific programs of study. Scholars have developed typologies related to student characteristics, which have been criticized for perpetuating stereotypes. New developments in social science can help guide development of a comprehensive course-specific goals inventory capable of illuminating the multidimensional goal patterns students bring to college and the classroom. Faculty can use course-level goals to improve teaching and assessment. An inventory will soon be available for use by classroom teachers and researchers. (MSE)

ED 317 145 HE 023 366
Smith, Daryl G.
The Challenge of Diversity: Involvement or Alienation in the Academy? ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-5
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see ED 314 987.
Available from—ASHE-ERIC Higher Education Reports, The George Washington University, One Dupont Circle N.W., Suite 630, Washington, DC 20036-1183 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alienation, Change Strategies, *College Administration, *College Environment, *College Planning, *College Students, Cultural Pluralism, Educational Change, Higher Education, *School Desegregation, *Social Integration, Student Attitudes, Student Characteristics
Identifiers—*Diversity (Student)

The makeup of student bodies in higher education has become more diverse, but students tend to be clustered in segments of the postsecondary system and in various levels and fields. Many campuses do not effectively integrate students who are different. Institutions that are successful in this area tend to: (1) focus on student success and provide the tools for success; (2) enhance coordination and articulation with other educational levels; (3) dedicate resources to fostering acceptance; (4) have access to good information on institution and students; and (5) have leaders in the faculty and administration who provide direction for these efforts. Transformation of the institution into a system that is organized for diversity means addressing a number of issues, including faculty and staff diversity, institutional mission and values, educating for diversity, dealing with conflict, the quality of interaction between students and faculty and institution, and the perceived conflict between quality and diversity. Institutions and policymakers can take these steps to respond to diversity: undertaking comprehensive institutional assessment and cross-institutional research, coordinating among sectors, increasing the numbers of students entering teaching, involving organizations successfully meeting the challenge, improving access, providing sustained commitment, and providing leadership. (MSE)

ED 317 102 HE 023 151
Thelin, John R. Wiseman, Lawrence L.
The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-4
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see HE 023 152.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Athletics, Business, Change Strategies, *College Athletics, College Curriculum, *Educational Change, Higher Education, Politics
Identifiers—ERIC Digests

The digest is based on a full length report on academics and athletics in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three sections consider: (1) business and politics of college sports (e.g. most budgets for athletics programs show signs of precarious fiscal fitness, some standard procedures of big-time sports programs jeopardize many privileges and exemptions colleges traditionally have enjoyed as nonprofit educational organizations, and sports programs managed as admittedly commercial enterprises tend to have government agencies looking at athletics foundations more as entertainment than education); (2) why college sports programs resist reform (the key figure in such a reform is the college president, yet making decisive changes in athletics policy is not easy for a president who must contend with external pressures, problems of a single campus working in isolation, and the visibility of college sports); and (3) reform measures that can help achieve a proper balance (e.g. internal taxation, public policy for nonprofit organizations, and cooperation among colleges and their presidents). Contains 7 references. (SM)

ED 317 101 HE 023 150
Tomlinson, Louise M.
Postsecondary Developmental Programs. A Traditional Agenda with New Imperatives. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-3
Pub Date—89
Contract—RI88062014
Note—For full report, see ED 316 076.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Preparation, College Students, *Developmental Programs, Educational Development, Equal Education, Higher Education, Postsecondary Education, *Remedial Instruction, Remedial Mathematics, Remedial Reading, *Student Development, Study Skills, Test Wiseness, Writing Skills
Identifiers—ERIC Digests

The digest is based on a full length report (with the same title) on postsecondary developmental programs. The full report provides a definitive review of the literature and institutional practice on the topic. Postsecondary developmental programs at institutions of higher education encompass a variety of courses and services that are conducted to provide assistance to individuals who have been denied regular admission to the institution because of failure to meet specified admission and placement requirements or because of predicted risk in meeting the requirements of college-level courses. These services focus primarily on skills in reading, writing, mathematics, and study and test-taking strategies, as well as personal adjustment and other affective variables crucial to success in the college curriculum. Such programs began evolving as early as the mid-1800s when in response to the needs of underprepared students, programs classified as college preparatory served many of the same goals. Changes in labeling of preparatory programs are associated with the changes in student populations (reflecting the wide range of student statuses). Many developmental program models have emerged as a result of the growing diversity among enrollees. Remedial programs are perceived by their supporters as additions to, not replacements for, a required curriculum. They have helped fulfill the mission of providing equal educational opportunity in a democratic society. Enrollment in these programs has increased in recent years, and the trend will most likely continue into the 1990s and beyond. Contains 6 references. (SM)

ED 317 100 HE 023 149
Washington, Valora Harvey, William
Affirmative Rhetoric, Negative Action. African-American and Hispanic Faculty at Predominantly White Institutions. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-2
Pub Date—89
Contract—RI88062014
Note—3p.; For the full report, see ED 316 075.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, D.C. 20036-1181 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affirmative Action, Blacks, Civil Rights, College Faculty, *Equal Opportunities (Jobs), Higher Education, Hispanic Americans, *Minority Groups, Personnel Selection, Racial Discrimination
Identifiers—ERIC Digests

The digest is based on a full length report (with the same title) on African-American and Hispanic faculty at predominantly white, four-year institutions of higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Three topics are discussed: (1) how necessary affirmative action really is, noting that it continues to be necessary because of its limited success and because of the pluralistic nature of society); (2) why more progress has not been made in hiring diverse faculty (e.g. lack of accurate availability data, political and philosophical dominance of issues related to merit and standards for qualification rather than equity, and a focus on regulation and compliance rather than on advocacy in affirmative action operations); and (3) what can be done to increase employment opportunities for African-American and Hispanic faculty (e.g. adopting proactive rather than reactive approaches to seeking such faculty, more use of minority networks or vitae banks, and strong leadership among members of the target groups who are already part of the campus community). Contains 7 references. (SM)

ED 317 099 HE 023 148
Bensimon, Estela M. And Others
Making Sense of Administrative Leadership. The "L" Word in Higher Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-89-1
Pub Date—89
Contract—RI88062014
Note—For the report on which this digest is based, see ED 316 074.
Available from—ERIC Higher Education Reports, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036-1181 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Effectiveness, *College Administration, *College Presidents, Higher Education, *Leadership, Leadership Qualities, Leadership Styles
Identifiers—ERIC Digests

The digest is based on a full length report (with the same title) on leadership in higher education. The full report provides a definitive review of the literature and institutional practice on the topic. Recent scholars have new ideas challenging traditional notions that organizations are driven by leadership or that the quality of leadership greatly affects organizational performance. Research traditions in leadership can be grouped into six categories of theories: trait, power and influence, behavioral, contingency, cultural and symbolic, and cognitive. One useful organizational typology from the perspective of leadership suggests that organizations can be viewed from four vantage points (structural, human resources, political, and symbolic frames). Study of leadership in colleges and universities is problematic because of the dual control systems, conflicts between professional and administrative authority, unclear goals, and other properties of professional organizations. Leadership in higher education can be examined from the perspective of leadership theories and organizational frames, though an explicit conceptual orientation is absent in many of the works. Contemporary works indicate understanding of leadership in academic organizations may be undergoing a paradigmatic shift from a rational perspective toward a cultural and symbolic perspective. Cultural and symbolic theories deserve serious attention because they present a view of leadership that is highly compatible with the characteristics of academic organizations. Contains 9 references. (SM)

ED 317 096 FL 800 092
Peyton, Joy Kreeft
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Literacy Learners. NCLE Digest.
Adjunct ERIC Clearinghouse on Literacy Education for Limited-English-Proficient Adults, Washington, DC.; Center for Applied Linguistics, Washington, D.C.; National Clearinghouse on Literacy Education, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-LE-90-01
Pub Date—Dec 89
Contract—RI8916601
Note—4p.; NCLE is also an Adjunct ERIC Clearinghouse.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *English (Second Language), *Instructional Materials, *Limited English Speaking, *Literacy Education, Second Language Instruction, *Student Developed Materials, *Writing Instruction, Writing Processes
Identifiers—ERIC Digests

Students at all levels of literacy learning can express their ideas in print. Teachers working with student writers have found that the attempt to express, organize, and understand personal experience is also a powerful language learning device. When students publish their writings, they can see their own thoughts and concerns, and those of others like them, represented and validated in print. Many literacy programs compile student writings into booklets, newsletters, or magazines both for in-house distribution and for external audiences. When adult learners publish for outside audiences, they are motivated to produce interesting and clearly-written texts and gain self-esteem. When students serve on editorial boards to categorize, select, edit, and prepare pieces for publication, they have opportunities

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to identify and reflect on good writing. The readers of learner-produced materials benefit from the simplicity of text and topic, are inspired to write, and are provided with an inexpensive source of needed reading material. A successful writing program for limited-English-proficient adult literacy learners requires a process approach to writing, conversation as an essential part of the process, personal experience and the community as resources for material, and a well-developed publication system. A list of student-published materials is included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 317 087 FL 018 443

Oxford, Rebecca

The Role of Styles and Strategies in Second Language Learning. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-89-07

Pub Date—Dec 89

Contract—RI88062010

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Style, Individual Differences, Language Research, *Learning Strategies, *Second Language Learning

Identifiers—*ERIC Digests

Language learners use different learning strategies, specific actions and behaviors to help them learn, at least partly because their general learning styles, or overall approaches to learning and the environment, are so varied. Learning style encompasses: cognitive style; patterns of attitudes and interests; a tendency to seek situations compatible with one's own learning patterns; and a tendency to use certain learning strategies and avoid others. At least twenty dimensions of learning styles have been identified. Language learning strategies are often-conscious steps or behaviors used to enhance acquisition, storage, retention, recall, and the use of new information. Strategies can be assessed in a variety of ways. Language learning research has suffered from overemphasis on metacognitive and cognitive strategies at the expense of other important considerations. Research has focused on the relationship between learning strategy use and language proficiency, individual differences in the use of learning strategies, and the value of training in the use of language learning strategies. Language learning styles and strategies appear to be among the most important variables influencing second language performance. A 30-item bibliography is included. (MSE)

ED 317 086 FL 018 442

Short, Deborah J. Spanos, George

Teaching Mathematics to Limited English Proficient Students. ERIC Digests.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-89-03

Pub Date—Nov 89

Contract—RI88062010

Note—4p.

Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Awareness, Cultural Differences, *Curriculum Development, *Limited English Speaking, *Material Development, *Mathematics Instruction, Student Evaluation, *Teacher Education

Identifiers—Content Area Teaching, *ERIC Digests

A mathematical problem is used to illustrate the difficulties non-native or limited-English-speaking students may encounter while attempting to solve mathematical problems in English. Simply knowing the language of instruction and the required math skills may not be sufficient for solving math problems. Cultural issues are present as well. It is suggested that instruction should be sensitive to both the cultural and linguistic needs of language minority students. Instruction that emphasizes language activities should be incorporated into content area lessons and curricula. This requires development in teacher training, curricula and materials, assessment, and cooperation between content and language educators. (Author/VWL)

ED 317 039 FL 018 347

Krause, Julie

Telecommunications in Foreign Language Education: A Resource List. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-89-06

Pub Date—Dec 89

Contract—RI88062010

Note—4p.

Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, Cultural Awareness, *Intercultural Communication, *Second Language Instruction, Second Language Learning, Teaching Methods, *Telecommunications

Identifiers—CompuServe, Computer Writing Network, De Orilla A Orilla, Global TELEclass, Minitel, Satellite Communications for Learning

Foreign language and bilingual educators are in the unique position of being able to bring the world to their classrooms via the telecommunications technologies. Telecommunication is electronic communication over long distances by means of an online computer service, a telephone, a television, a satellite, or other long distance technologies. This digest discusses many of the resources available to foreign language educators, including De Orilla A Orilla, The Computer Writing Network, CompuServe, Minitel, The Global TELEclass Project (Telecommunication Enriches Language Experience), and the Satellite Communications for Learning (SCOLA). The advantages of using telecommunications in the foreign language classroom are highlighted. (VWL)

ED 317 036 FL 018 298

Stansfield, Charles W.

Simulated Oral Proficiency Interviews. ERIC Digest.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-FL-89-04

Pub Date—Dec 89

Contract—RI88062010

Note—4p.

Pub Type— Opinion Papers (120) — Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Language Proficiency, Language Tests, *Oral Language, Testing

Identifiers—ERIC Digests, *Oral Proficiency Interview, *Simulated Oral Proficiency Interview

The Simulated Oral Proficiency Interview (SOPI) is a semi-direct speaking test that models the format of the Oral Proficiency Interview (OPI), an oral proficiency test used by government agencies to assess general speaking proficiency in a second language. The SOPI is a tape-recorded test consisting of six parts. It begins with simple, personal background questions posed on a tape in a simulated initial encounter with a native speaker of the target language. Part one of the SOPI is analogous to the warm-up phase of the OPI, and the other five parts are designed to elicit language that is similar to language that would be elicited during the check and probe phases of the OPI. An examination of the SOPI research shows that the SOPI correlates so highly with the OPI that it is safe to say that the tests measure the same abilities. A comparison of the advantages of each test suggests that the SOPI offers certain practical and psychometric advantages over the OPI. (VWL)

ED 317 007 EC 230 069

Educating Exceptional Children. ERIC Digest #E456.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062207

Note—3p.

Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Definitions, *Delivery Systems, *Disabilities, Early Intervention, Educational Trends, Education Work Relationship, Elementary Secondary Education, *Incidence, Preschool Education, *Special Education, Special Programs

The digest briefly summarizes the characteristics and current trends in special education programing for exceptional children. Exceptional children are described as having physical, mental, or behavioral handicaps and ranging in age from birth to 21. Requirements of basic federal legislation (The Education for All Handicapped Children Act) and recent amendments are briefly described. Incidence information as well as a listing of program options are provided for gifted students, children with physical handicaps, children with mental handicaps, children with behavior disorders, children with speech and language disabilities, children with learning disabilities, and children with specialized health care needs. Two trends in special education are also identified. First, children with disabilities are receiving special education services earlier and second, a change in the public's attitude toward employment of people with handicaps has led to more instruction in vocational skills and assistance in the transition from school to community life and work. Three references are included. (DB)

ED 316 957 EA 021 781

Klauke, Amy Hadderman, Margaret

Drug Testing. ERIC Digest Series Number EA35 (Revised).

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062004

Note—3p.; Revision of ED 307 656.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Responsibility, *Alcohol Abuse, Athletes, *Drug Abuse, *Drug Use Testing, Elementary Secondary Education, *Legal Problems, Prevention, *School Responsibility, Student Attitudes

Identifiers—New Jersey v TLO, Oldenham v Carlstadt East Rutherford Reg Sch Dist, Schail v Tippecanoe County School Corporation, Urinalysis

Despite privacy concerns, school administrators are feeling pressure to adopt urgent measures to keep drugs and alcohol from further endangering our youth's well-being and undermining staff performance. This urgency is reinforced by a national anti-drug campaign and Congressional passage of the Drug-Free Workplace Act (1988) and the Drug-Free Schools and Communities Act (1986, with 1989 amendments) tying institutional compliance to federal funding eligibility requirements. Drug testing raises issues pertaining to the First and Fourteenth Amendments. Although an earlier appellate court case upheld the need for a "factual basis" of suspicion before subjecting a teacher to urinalysis, two 1989 U.S. Supreme Court cases involving public employees ruled that public safety considerations outweighed privacy and individualized suspicion requirements. Attempts to pretest student athletes raise the issue of whether extracurricular activities are rights or privileges. Also, urinalysis and breathilizer tests can inaccurately reflect an individual's use or abuse of a controlled substance, particularly marijuana. According to one case analysis, school officials have no authority to regulate offcampus conduct having no bearing on properly maintaining the educational process. Mandatory urinalysis should be based only on individualized suspicion and satisfy both prongs of the T.L.O. v. New Jersey test for search and seizure constitutionality (i.e., reasonable suspicion and appropriate circumstances). Various drug education and prevention measures are recommended. (Nine references) (MLH)

ED 316 853 CS 009 986

Johns, Jerry L. Davis, Susan J.

Integrating Literature into Middle School Reading

Classrooms. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills. Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CS-90-04
Pub Date—Apr 90
Contract—RI88062001
Note—4p.
Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Blooomington, IN 47408 (free, $2.00 postage and handling for up to 10 free items).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Intermediate Grades, Journal Writing, Junior High Schools, *Learning Activities, Literary Genres, *Literature Appreciation, Middle Schools, *Reader Response, Reading Aloud to Others, *Reading Instruction, Reading Interests, Reading Material Selection, Supplementary Reading Materials, Thinking Skills
Identifiers—ERIC Digests

One way that success in integrating literature into middle school classrooms has been achieved is by the systematic study of different genres of literature. Through a variety of activities, students can be engaged in comparisons, contrasts, and other higher-level thinking skills. Response journals, in which students react to their reading by writing, provide another avenue to promote reflection about the literature being read. To develop student interest in reading literature, teachers might try the following techniques: (1) suggest books that match student interest; (2) read literature aloud to the students; (3) give students time to read in class; and (4) make a great number of books available to students. (RS)

ED 316 617 UD 027 303
Pallas, Aaron M.
Making Schools More Responsive to At-Risk Students. ERIC/CUE Digest No. 60.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-0
Pub Date—89
Contract—R188062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Influence, *Definitions, *Educational Change, *Educational Trends, Elementary Secondary Education, Family Influence, *High Risk Students, Individual Characteristics, Literature Reviews, *Predictor Variables, School Demography, *Student Needs
Identifiers—ERIC Digests

Current approaches to educating at-risk students are the result of several shifts in thinking over the last 35 years, and a new way of defining at-risk students is needed to permit changes in school policy and practice to meet these students' needs. Cultural deprivation was originally considered the single cause of at-risk status. Subsequently, educational deprivation was considered the primary cause. Another cause was thought to be the failure of all social institutions charged by society with educating youth. The current definition of at-risk status is the probability that the student will fail academically. A new definition of at-risk status must incorporate all of the factors that put a student at-risk, including the influence of family and ommunity. Acknowledging the influence of home, school, and community highlights the need for comprehensive academic and non-academic program strategies that serve students throughout their school careers. The following factors are associated with exposure to inadequate educational experiences: (1) poverty; (2) race and ethnicity; (3) family composition; (4) mother's education; and (5) language background. The highest concentrations of at-risk students are in urban centers and rural areas; roughly 40 percent of the school-aged population can currently be considered at-risk and the number is certain to increase. The problem of restructuring schools to meet the needs of at-risk students is one of developing an environment, programs, and services that will provide appropriate educational experiences. Making schools more responsive to at-risk students will be difficult for the following reasons: (1) unique family backgrounds and school experiences of the students; (2) the responsibility of schools for a diverse array of educational goals; (3) society's need for highly skilled workers; (4) increased number of at-risk students; and (5) imprecise nature of education. A list of seven references is appended. (FMW)

ED 316 616 UD 027 302
Wells, Amy Stuart
Hispanic Education in America: Separate and Unequal. ERIC/CUE Digest No. 59.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-9
Pub Date—89
Contract—R188062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, *Civil Rights Legislation, Elementary Secondary Education, Hispanic Americans, Literature Reviews, *Outcomes of Education, Racial Differences, *Racial Segregation, *School Demography, *School Desegregation, Urban Schools
Identifiers—ERIC Digests, *Hispanic American Students

Despite the 1973 Supreme Court decision, Keyes v. Denver School District, Hispanic students are more segregated today than they were 20 years ago, and gaps between the educational attainment and earnings of Hispanics and non-Hispanics continue to widen. The nation's Hispanic population has grown almost five times faster than the non-Hispanic population and is heavily concentrated in certain regions and major cities. Recent enrollment studies show an increase in the number of Hispanics who attend heavily segregated schools, a fact attributed to rising Hispanic enrollment and the disproportionate concentration of Hispanics in urban school districts with large minority enrollments and a lack of any significant desegregation initiatives. Hispanic parents and leaders have not insisted on integration, as have many Blacks, because they believe that Hispanic children are better served in a predominantly Hispanic school with extensive bilingual services. The following trends indicate a need for desegregation: (1) many students in predominantly Hispanic schools are not receiving the bilingual education entitled to them under Title VI of the Civil Rights Act of 1964; (2) Hispanics have the highest dropout rate of any minority group; and (3) few Hispanic students are prepared for college in the same way that White and Asian students are. A list of nine references is appended. (FMW)

ED 316 615 UD 027 301
Bempechat, Janine And Others
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors. ERIC/CUE Digest No. 58.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-8
Pub Date—89
Contract—R188062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Alcohol Abuse, Antisocial Behavior, Disadvantaged Youth, *Dropout Characteristics, Drug Abuse, *Early Parenthood, *High Risk Students, Literature Reviews, *Predictor Variables, Pregnancy, Secondary Education, *Substance Abuse, Youth Problems
Identifiers—ERIC Digests

Drug and alcohol abuse and teenage pregnancy are two behaviors manifested by at-risk children that are both a cause and a result of their lack of success in school and possible subsequent dropping out. The distinction between substance use and abuse may be determined using the following criteria: (1) age of onset; (2) physiological responses; (3) levels of dependence; (4) attitudes about substance use; and (5) effects on other areas of functioning. The following factors predict drug and alcohol experimentation: (1) parental drug use, absence, and lack of consistent parenting; (2) early antisocial behavior; (3) school problems; (4) peer drug use; (5) attitudes, beliefs, and personality traits; and (6) stress. Teen pregnancy has become a national epidemic because more teenagers keep and raise their children at great individual, family, and societal costs. While the national average age of first sexual intercourse is 16 years, the average age for initiating sexual activity for some groups of urban youth is as young as 11.6 years. Disadvantaged minority youth account for a disproportionate number of teen pregnancies and births. The following factors influence early pregnancy and parenthood: (1) expectations for the future; (2) poor academic achievement; (3) ignorance about reproduction; and (4) family influences. Teenage childbearing has serious negative effects on the mother and on the child's health, as well as on the educational attainment and employment of both parents. A list of 12 references is appended. (FMW)

ED 316 548 SP 032 239
Abdal-Haqq, Ismat
The Nature of Professional Development Schools. ERIC Digest 4-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, *College School Cooperation, *Educational Innovation, Elementary Secondary Education, Higher Education, *Instructional Improvement, Professional Development, *Teacher Administrator Relationship, *Teacher Improvement
Identifiers—ERIC Digests, *Professional Development Schools

Three major purposes have been proposed for Professional Development Schools: (1) to improve education of prospective and practicing teachers; (2) to strengthen knowledge and practice in teaching; and (3) to strengthen the profession of teaching by serving as models of promising and productive structural relations. At present there is neither a fully realized Professional Development School in the country nor a consensus about the mission of such schools. This Digest explores the proposed purposes of these schools and some of the research studies that provided the concepts upon which they would be based. Some critiques of the concept of the schools are also noted. (JD)

ED 316 547 SP 032 238
Abdal-Haqq, Ismat
Violence in Sports. ERIC Digest 1-89.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI-88062015
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Athletic Coaches, *Athletics, *Behavior Patterns, Competition, Physical Education Teachers, *Sport Psychology, Teacher Responsibility, *Team Sports, *Violence
Identifiers—ERIC Digests

This Digest examines violence in team sports and how manifestations of violence reflect the attitudes and behavior of players, coaches, and fans. Three theoretical explanations of sports violence are discussed–the biological theory, the psychological theory, and the social learning theory. The pressures of competitive sports on children are noted. The responsibilities of coaches, physical educators, and parents in curbing violence in youth sports are briefly discussed. (JD)

ED 316 546 SP 032 237
Otuya, Ebo, Jr.
Demand and Supply of Minority Teachers. ERIC Digest 12-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-83-0022

Note—4p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Minority Group Teachers, Role Models, *Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand

Identifiers—ERIC Digests

It is pointed out in this Digest that there is an imbalance between the number of Black, Hispanic, Asian and Native American teachers and the percentage of children of similar ethnic backgrounds in the schools. The growing minority student enrollment in public schools has increased the demand for proportional minority teacher representation. Factors contributing to shortages of minority teachers are discussed. References in the ERIC database are cited. (JD)

ED 316 545 SP 032 235

Baron, Barbara

Assessment for National Teacher Certification. ERIC Digest 7-88.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-83-0022

Note—4p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Evaluation Methods, Higher Education, *National Programs, Preservice Teacher Education, State Standards, *Teacher Certification, *Teacher Evaluation

Identifiers—ERIC Digests, *National Teacher Certification

All but two of the states are in the process of implementing some form of mandatory teacher testing, if they have not already done so. However, the limitations of state procedures, i.e., different standards, approaches, and requirements, combined with significant improvement in evaluation techniques, have led to the call for a system of national assessment. This Digest discusses what national teacher certification will mean and what it will consist of. The potential effect on teachers of national assessment and certification is considered. Citations from the ERIC database are included. (JD)

ED 316 544 SP 032 232

Fisher, Robert L.

When Schools and Colleges Work Together. ERIC Digest 20-88.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-83-0022

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *Career Development, *College School Cooperation, Elementary Secondary Education, Higher Education, Inservice Teacher Education, Policy Formation, Preservice Teacher Education, *Program Development, *Student Teachers

Identifiers—ERIC Digests

Proposed reforms in education call for, among other things: developing K-12 schools as field sites for teacher education; professionalizing teachers to give them a greater voice in carrying out the responsibilities of their positions; and providing the opportunity for lifelong career development for teachers. Schools and colleges or universities have often initiated cooperative relationships to enhance the educational experience of their teachers, teacher-candidates, or students. This Digest provides a sampling of some of the different types of cooperative ventures entered into by some combination of K-12 schools and colleges or universities. (JD)

ED 31[illegible] 249 IR 053 104

Reinhold, Fran

Use of Local Area Networks in Schools. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-IR-89-11

Pub Date—Dec 89

Contract—RI88062008

Note—4p.; Condensed version of an article "Educators Explore the Lay of LAN," that appeared in Electronic Learning, 8(5), March 1989.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Assisted Instruction, Computer Software, Elementary Secondary Education, Futures (of Society), *Local Area Networks, Microcomputers, Program Descriptions, Purchasing, *School Districts, Telecommunications

Identifiers—ERIC Digests

The current status and apparent trends of local area networks (LANs) in school districts are explored in this short report. Results of a 1987-88 Quality Education Data survey are cited, indicating that 64% of 173 of the largest school districts in the country were already networking and 36% intended to be networking by 1990. The advantages of networks are briefly summarized, and a description of how LANs work is provided. Availability of network software in the recent past and at present is discussed, as is the response of software publishers to the increased demand for network software. Two case studies are presented. The first profiles the Island Park School District in New York, where three LAN laboratories are used for: (1) teaching basic skills to kindergarten through third grade pupils; (2) instructing fourth through eighth grade students in skills reinforcement and word processing; and (3) offering creative applications in the library. The second case study reports on progress made in the 28,000-student Plano Texas School District, whose goal is to have a network that will channel everything a student does into one core electronic gradebook by 1992. Eight tips for buying a LAN are listed, together with six sources to consult for further information. (SD)

ED 315 865 EA 021 579

Klauke, Amy

Coping with Changing Demographics. ERIC Digest Series Number EA45.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Differences, *Educational Development, Educational Improvement, Elementary Secondary Education, *Enrollment Rate, Migration, *Migration Patterns, Public Schools, *School Demography, *School Effectiveness, Sociocultural Patterns

Identifiers—ERIC Digests

Studying local and national population distribution, as well as economic and social patterns, is becoming crucial for educators who serve rapidly changing communities. School officials should take into consideration the tremendous diversity in cultures, economic and family situations, and educational levels existing within an ethnic group. Several social and economic patterns characterize today's student population: (1) low income, two-income, single-parent, and homeless families are all on the rise; and (2) drug and alcohol abuse, pregnancy, suicide, and teenage dropout rates continue to challenge school districts. School officials can investigate demographic changes in their district in several ways, but it is recommended to compare enrollment by grade level to establish migration rates. As a result of shifting cultural makeup of student enrollment, the nation's schools will have to create productive, multicultural environments and address issues of racism and ethnicity. Comprehensive help to at-risk and low-achieving students is recommended. (11 references) (SI)

ED 315 864 EA 021 578

Aurnague-DeSpain, JeanMarie Baas, Alan

Censorship of Curriculum Materials. ERIC Digest Series Number EA44.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, *Censorship, Curriculum Evaluation, Elementary Secondary Education, *Instructional Effectiveness, *Instructional Materials, Intellectual Freedom

Identifiers—ERIC Digests

What schools should teach and what materials they should use are fundamental questions. Censorhsip of K-12 curriculum materials threatens academic freedom, diversity of thought, and other important educational values. The definition of censorship is itself the subject of disagreement. Censorship cannot be clearly distinguished from the gatekeeping function that is exercised by those who select materials for use in schools. The legal trends in censorship issues, as they can be deduced from Supreme Court cases, are very broad and appear to be allowing schools broad discretion with respect to curriculum materials, methods, and programs. Good internal communications and public relations offer the best way to avoid unnecessary controversy. The district must specify criteria for making curriculum judgments, identify personnel to make those decisions, and provide written rationales for including or excluding potentially controversial materials. Educators should follow clearly defined procedures from initial response to a complaint through to its resolution. (8 references) (SI)

ED 315 785 CS 212 225

Hyslop, Nancy B.

Evaluating Student Writing: Methods and Measurement. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 90

Contract—RI88062001

Note—4p.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Evaluation Methods, Higher Education, Instructional Effectiveness, *Student Evaluation, Teacher Role, *Writing Evaluation, *Writing Instruction, Writing Processes, Writing Research, *Writing Teachers

Identifiers—ERIC Digests

This digest offers an overview of current research in the ERIC database on methods and measurements for evaluating student writing. The digest considers: (1) methods of response to students' written products; and (2) the measurement of quality as represented by effective classroom teaching methods. (SR)

ED 315 709 CG 022 290

Huey, Wayne C. Remley, Theodore P., Jr.

Ethical and Legal Issues in School Counseling. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Standards, *Codes of Ethics, Compliance (Legal), Confidentiality, Counselor Role, *Counselors, Elementary Secondary Education, Ethics, *Legal Responsibility, Moral Issues, Moral Values, *School Counselors, School Law
Identifiers—ERIC Digests

This digest summarizes ethical and legal issues affecting school counselors. It emphasizes the importance of ethical standards, and of knowing the content, purposes, and limitations of professional codes of conduct as general guidelines for addressing difficult issues. Advice is offered on how to address colleagues' unethical behavior, and on counselors' legal responsibilities in the areas of confidentiality and privileged communication. (TE)

ED 315 708 CG 022 289
Thompson, Rosemary
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—At Risk Persons, Coping, Counseling Techniques, Counselor Role, *Death, *Depression (Psychology), Elementary Secondary Education, *Emotional Adjustment, *Grief, High Risk Students, School Involvement, School Role, Stress Management, *Suicide
Identifiers—ERIC Digests, *Grief Counseling

This digest describes post-traumatic loss debriefing, a structured group process approach to help survivors manage their physical, cognitive, and emotional responses to a traumatic loss. It discusses seven stages of debriefing: (1) Introductory Stage; (2) Fact Stage; (3) Life Review Stage; (4) Feeling Stage; (5) Reaction Stage; (6) Learning Stage; and (7) Closure Stage. References are included. (TE)

ED 315 707 CG 022 288
Pulliams, Preston
The Emerging Role of the Community College Counselor. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Career Guidance, *Community Colleges, Counselor Client Relationship, *Counselor Role, Educational Planning, Learning Strategies, Nontraditional Students, Study Skills, Two Year Colleges
Identifiers—ERIC Digests

The increase in adult, minority, women, part-time, and displaced students attending community colleges has caused the roles of community college counselors to shift from an "in loco parentis" emphasis on personal counseling, vocational guidance and social support to new roles as student developers and learning agents. As student developers, counselors must communicate the importance of academic skill-building, and help students understand the value of their academic endeavors. As learning agents, counselors must assist, manage, and encourage students to build a pattern of success. (TE)

ED 315 706 CG 022 287
McFadden, Emily Jean
Counseling Abused Children. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Abuse, Childhood Needs, *Child Neglect, Child Welfare, Counseling Techniques, Counselor Attitudes, *Counselor Role, *Family Violence, Play Therapy, *Sexual Abuse, Social Workers, Teamwork
Identifiers—ERIC Digests

This digest familiarizes counselors with the four major types of child maltreatment: neglect, physical abuse, sexual abuse and exploitation, and emotional abuse or neglect. A definition is provided for each, along with relevant symptoms and statistics. The subsequent discussion focuses on identifying maltreatment and on counseling abused children. Since counseling alone cannot ensure the safety of a maltreated child, a team approach involving social workers, medical personnel, counselors, and educators is recommended. (TE)

ED 315 705 CG 022 286
Golden, Larry
Brief Family Consultation in Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Problems, Counselor Role, Elementary Secondary Education, *Family Counseling, *Family Environment, Family Problems, Family Relationship, *Milieu Therapy, Parent Child Relationship, Parent Counseling, Parent School Relationship, *Systems Approach
Identifiers—*Brief Family Consultation, ERIC Digests

This digest describes brief family consultation, a short-term strategy that enlists the home and school in an attempt to solve childhood behavior problems. Five criteria are given for assessing the functional status of a family: (1) parental resources; (2) chronicity; (3) communication between family members; (4) parental authority; and (5) rapport with professional helpers. Limitations of this approach are considered. (TE)

ED 315 704 CG 022 285
Danziger, Sandra Farber, Naomi
Adolescent Pregnancy and Parenthood. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abortions, *Adolescents, Birth Rate, Contraception, *Early Parenthood, Elementary Secondary Education, Family Planning, Illegitimate Births, Population Trends, *Pregnancy, *Pregnant Students, Prevention, Sex Education, *Unwed Mothers
Identifiers—ERIC Digests

This digest reviews trends in adolescent sexual activity and discusses conceptual and programmatic approaches to pregnancy prevention. It discusses a pregnant adolescent's choices for resolving an unplanned pregnancy (i.e. abortion, adoption, keeping the baby, and marriage), and the challenges faced by teenage parents. The final section touches on efforts to include young men in efforts to prevent pregnancy, help young parents, and promote more responsible adolescent behavior. (TE)

ED 315 703 CG 022 284
Ellis, Thomas I.
Counselors and Teachers as Student Advisors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Teacher Cooperation, Curriculum Design, Elementary Secondary Education, *Guidance Programs, Program Descriptions, School Guidance, *Teacher Guidance, *Teacher Role, *Teacher Student Relationship
Identifiers—ERIC Digests, Myrick (Robert), *Teacher Advisor Program

This digest summarizes the essential aspects of Myrick's Teacher Advisor Program (TAP) concept, discussing: (1) why schools need a teacher advisor program; (2) whether teachers are qualified to provide counseling; (3) what a teacher advisor program would involve; (4) what should be included in a guidance curriculum; (5) the counselor's role in TAP; (6) teacher support of TAP; and (7) the advantages and limitations of teachers as advisors. (TE)

ED 315 702 CG 022 283
Ellis, Thomas I.
Invitational Learning for Counseling and Development. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counseling Theories, Counselor Role, *Educational Environment, *Educational Objectives, Elementary Secondary Education, Humanistic Education, *Models, School Policy, *School Responsibility, Self Concept, *Student School Relationship, Teacher Responsibility
Identifiers—ERIC Digests, *Invitational Learning Model

This digest describes the Invitational Learning model developed by William W. Purkey, an approach that emphasizes mutual respect and human potential in every aspect of schooling. It presents a brief overview of the invitational learning concept and discusses the theoretical foundations of the model. It describes characteristics of an inviting school, inviting school policies and programs, inviting behavior in the classroom, and the invitational approach to school counseling. Advice is provided for incorporating the invitational model among principals, teachers, and counselors. (TE)

ED 315 701 CG 022 282
Sprik, Jeanette
Counseling and Guidance Software. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—90
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, *Computer Software Reviews, Computer Uses in Education, *Counseling, *Counseling Services, Educational Technology, Expert Systems, Information Systems

BEST COPY AVAILABLE

Identifiers—ERIC Digests

This digest describes the "Counseling Software Guide" (Walz and Bleuer, 1989). It summarizes the contents of the guide: (1) general information about the use of computers in counseling; (2) practical guidelines on what to look for in software; (3) an overview of trends and developments in availability and use of software; (4) an overview of the range of software programs available on a particular topic; and (5) information on specific software programs. (TE)

ED 315 700 CG 022 281

Thompson, Rosemary

Suicide and Sudden Loss: Crisis Management in the Schools. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, Counseling Techniques, Counselor Role, *Crisis Intervention, *Death, *Depression (Psychology), Elementary Secondary Education, *Grief, School Involvement, School Role, Stress Management, *Suicide

Identifiers—*Crisis Management, ERIC Digests, *Grief Counseling

This digest considers how counselors and educators can cope with the emotional needs of suicide survivors and prevent future suicides among students. It discusses self-destructive tendencies in youth and behavioral manifestations of loss; offers suggestions to counselors for managing the first 48 hours following a suicide or loss and lists critical questions to consider after a suicide or sudden death. Tasks of mourning and grief counseling are discussed along with special treatment issues for adolescents. (TE)

ED 315 699 CG 022 280

Ellis, Thomas I.

The Missouri Comprehensive Guidance Model. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—90

Contract—RI88062011

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Counseling Objectives, *Counseling Theories, Counselor Performance, *Counselor Role, Counselor Teacher Cooperation, *Curriculum Design, Elementary Secondary Education, *Guidance Objectives, *Guidance Programs, Integrated Curriculum

Identifiers—*Comprehensive Guidance Model, ERIC Digests, Gysbers (Norman)

This digest describes the structural and programmatic components of the Missouri Comprehensive Guidance Program Model, a model designed to help school districts develop comprehensive and systematic guidance programs oriented toward overall student development. It discusses the content of the model (based on the concept of life career development) and provides a seven-step process for implementing the model. References are included. (TE)

ED 315 435 TM 014 453

Bagin, Carolyn Boccella

Talking to Your High School Students about Standardized Tests. ERIC Digest No. 105.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 89

Contract—RI-88062003

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, High Schools, *High School Students, *Secondary School Teachers, *Standardized Tests, Student Reaction, *Teacher Role, Teacher Student Relationship, *Test Coaching, Testing Problems, Test Interpretation, Test Use

Identifiers—ERIC Digests

This digest explains basic elements of standardized tests in order to help teachers in making students feel comfortable about taking such tests. Usually created by commercial publishers, standardized tests are designed to provide a common measure of students' performance. They help compare an individual student's performance with the performance of a group of students from a given class, school, or school system. They also help compare students' performance across the country. Standardized achievement and aptitude tests are described, and their limitations are discussed. Means of helping students prepare for testing are outlined, and pointers for helping students assess the testing experience following the test and after receiving the test results are provided. A list of additional literature resources is included. (TJH)

ED 315 434 TM 014 452

Bagin, Carolyn Boccella

Talking to Your Child's Teacher about Standardized Tests. ERIC Digest No. 106.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 89

Contract—RI-880620003

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, Aptitude Tests, Elementary Secondary Education, Parent Role, Parent Student Relationship, *Parent Teacher Conferences, *Standardized Tests, Test Coaching, Testing Problems, *Test Use

Identifiers—ERIC Digests

This digest highlights one tool that teachers use–standardized tests–from the parent's viewpoint. The discussion covers basic features of testing and suggests questions that a parent might ask his or her child's teacher concerning such tests. Standardized tests are usually objective tests sold by commercial publishers and designed to provide a common measure of students' performance. Schools use standardized tests to evaluate individual students, school systems, and school programs in relation to their counterparts among the pool of other test takers. Standardized achievement and aptitude tests are defined and described, and their limitations are discussed briefly. Ways that parents can prepare their children for such tests are outlined, and how parents can discuss tests with teachers before and after the tests are administered is discussed. The addresses of four organizations that distribute additional information are provided. (TJH)

ED 315 433 TM 014 451

Rudner, Lawrence M. Eissenberg, Thomas E.

State Testing of Teachers: The 1989 Report. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-10

Pub Date—Dec 89

Contract—RI-88062003

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, *College Entrance Examinations, Cutting Scores, Elementary Secondary Education, Higher Education, Knowledge Level, *National Surveys, *State Programs, State Surveys, *Teacher Certification, Teacher Education Programs, Teaching Skills, *Testing Programs, Test Use

Identifiers—ERIC Digests

This digest summarizes the results of the latest annual survey of state teacher testing programs. State directors of teacher testing programs were contacted in the summer of 1989 and asked to update the data compiled by the American Institutes for Research in 1988. Data indicate that: (1) states commonly use admission tests for applicants to teacher education programs and certification tests for graduates of such programs prior to teaching; (2) 25 states have begun admissions testing, with an additional 2 states expecting to do so in the near future; and (3) 35 states now use certification tests, with an additional 2 states expecting to do so in the near future. A table provides detailed information by state concerning the year the survey data were collected, test use, and passing scores and pass rates for admission tests and certification tests. The table also indicates whether certification tests cover basic skills, professional skills, and/or subject knowledge. (TJH)

ED 315 432 TM 014 448

Rudman, Herbert C.

Integrating Testing with Teaching. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-7

Pub Date—Nov 89

Contract—RI-88062003

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Attitudes, *Educational Testing, Elementary Secondary Education, School Administration, Standardized Tests, Teacher Attitudes, *Teaching Methods, *Test Use

Identifiers—ERIC Digests

This digest discusses the integration of teaching and testing. The use of tests as instructional tools and administrative tools is discussed as well as teacher and administrator attitudes toward testing and teacher competency in interpreting test results. The term "tests" covers standardized tests of achievement and aptitude, less formal paper-and-pencil tests, performance tests, and the like. To link testing directly to teaching, tests can be used at the beginning of the school year to gain an overview of student knowledge, in decisions about grouping students in the classroom, in diagnoses of each student's knowledge, and in attempts to determine the appropriate pace of classroom instruction. Tests can be used to make student promotion and retention decisions, to share information with parents and other non-student stakeholders, and to measure the effectiveness of instruction and learning. Teachers generally seem to be more supportive of testing than is indicated by the literature, and teachers' attitudes seem to be a function of their experience and knowledge. Superintendents report a higher level of satisfaction with use of tests by practitioners for decision making than do measurement specialists. Students favor frequent testing, but while most of them want to know the results of their tests, less than half want to discuss them with their teachers. A short reading list is appended. (TJH)

ED 315 431 TM 014 447

Boyd, Ronald T. C.

Improving Teacher Evaluations. ERIC Digest No. 111.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 89

Contract—RI-88062003

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Observation Techniques, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Evaluators, Faculty Development, *Feedback, *Principals, Teacher Attitudes, Teacher Effectiveness, *Teacher Evaluation

Identifiers—ERIC Digests

Characteristics of effective teacher evaluations are reviewed, and some common teacher concerns are discussed. A teacher evaluation system should give teachers useful feedback on classroom needs, the opportunity to learn new teaching techniques, and counsel from principals and other teachers on how to make changes in their classrooms. Standards for evaluation should: relate to important teaching skills; be as objective as possible; be clearly communicated before the evaluation begins and reviewed after the evaluation is completed; and be linked to teachers' professional development. Some procedures evaluators can use are to: (1) observe classroom activities; (2) review lesson plans and classroom records; and (3) expand the number of people involved in the evaluations. Equally important is reporting the results of the evaluation to give teachers adequate, but not overwhelming, feedback. Linking teacher evaluation to professional development is essential. Teachers often have real concerns about the evaluation process; these concerns include the following: teachers do not have any input into the evaluation process; evaluators do not spend enough time on the evaluation; evaluators are not well trained; and results of the evaluation are not being used to further teacher development. To make teacher evaluation a positive experience for both the teacher and the evaluator, the evaluator must ensure that the process is more than an empty exercise. (SLD)

ED 315 430 TM 014 446
A Glossary of Measurement Terms. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-1
Pub Date—Aug 89
Contract—RI-88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, Glossaries, *Measurement, *Testing, *Vocabulary
Identifiers—ERIC Digests

A glossary of terms commonly used in discussing measurement is presented. Terms, arranged in alphabetical order, contain definitions as they pertain to the measurement field. Terms defined are: (1) achievement test; (2) age norms; (3) average; (4) battery; (5) ceiling; (6) criterion-referenced test; (7) diagnostic test; (8) domain-referenced test; (9) grade equivalent; (10) informal test; (11) inventory; (12) item; (13) norm; (14) normal curve equivalent; (15) norm-referenced test; (16) objective percent correct; (17) percentile; (18) percent score; (19) performance test; (20) published test; (21) rating scales; (22) raw score; (23) reliability; (24) screening; (25) specimen set; (26) standardized test; (27) standard scores; (28) stanine; and (29) validity. (SLD)

ED 315 429 TM 014 444
Gardner, Eric
Five Common Misuses of Tests. ERIC Digest No. 108.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88062003
Note—3p.; Reprinted from "Ability Testing: Uses, Consequences, and Controversies," 1982.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Error of Measurement, Evaluation Problems, Examiners, Scoring, *Statistical Analysis, *Testing Problems, Test Interpretation, *Test Use
Identifiers—ERIC Digests

Five of the common misuses of tests are reviewed: (1) acceptance of the test title as an accurate and complete description of the variable being measured (failure to examine the manual and the items carefully to know the specific aspects to be tested can result in misuse through selection of an inappropriate test for a particular purpose or situation); (2) ignoring the error of measurement in test scores; (3) use of a single test score for decision making (scores are not interpreted in the full context of the various elements that characterize students, teachers, and the environment); (4) a lack of understanding of the meaning of test score reporting (the misinterpretation of raw scores or grade equivalents is common); and (5) attributing cause of behavior measured to test (confusing the information provided by a test score with interpretations of what caused the behavior or described by the score). A test score gives no information as to why the individual performed as reported. No statistical manipulation of test data will permit more than probabilistic inferences about causation or future performance. (SLD)

ED 315 428 TM 014 443
Crosby-Muilenburg, Corryn
Finding Non-Commercial Tests. ERIC Digest No. 110.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 89
Contract—RI-88062003
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Educational Testing, Psychological Testing, Reference Materials, *Standardized Tests, Student Attitudes, Student Characteristics, *Test Reviews, Test Selection
Identifiers—ERIC Digests, *Noncommercial Tests, Unpublished Materials

This digest lists guides to non-commercial tests and compilations of such tests to help identify potentially useful non-commercial tests and assessment instruments to measure special characteristics of students. Reliability and validity information is frequently available. The guides reviewed include: (1) "Measures for Psychological Assessment: A Guide to 3,000 Original Sources and Their Applications" by Ki-Taek Chun et al.; (2) "Achievement Tests and Measurement Devices" from the Educational Testing Service Collection Catalog; (3) "Directory of Unpublished Experimental Mental Measures" by B. A. Goldman and J. L. Saunders; and (4) "Tests and Measurements in Child Development: Handbooks I and II" by O. G. Johnson. The compilations reviewed are: (1) "The Experience of Work: A Compendium and Review of 249 Measures and Their Use" by J. D. Cook et al.; (2) "Measures for Clinical Practice: A Sourcebook" by K. Corcoran and J. Fischer; (3) "The Clinical Measurement Package: A Field Manual" by W. W. Hudson; (4) "Measures of Occupational Attitudes and Occupational Characteristics" by J. P. Robinson et al.; (5) "Measures of Political Attitudes" by J. P. Robinson et al.; (6) "Measures of Social Psychological Attitudes" by J. P. Robinson et al.; (7) "Scales for the Measurement of Attitudes" by M. E. Shaw and J. M. Wright; and (8) "Mirrors for Behavior II: An Anthology of Observation Instruments" by A. Simon and E. G. Boyer. (SLD)

ED 315 427 TM 014 442
Ayers, Jerry B.
Evaluating Workshops and Institutes. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-11
Pub Date—Dec 89
Contract—RI-88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Conferences, Data Analysis, Educational Improvement, Educational Planning, *Evaluation Methods, Evaluation Utilization, Evaluators, Formative Evaluation, *Institutes (Training Programs), *Instructional Improvement, *Program Evaluation, Program Improvement, Summative Evaluation, *Training Methods, *Workshops
Identifiers—ERIC Digests

A well-planned and well-conducted evaluation can provide useful information to funding agencies, sponsoring institutions, instructors, and participants. Evaluating an instructional program, such as a workshop or institute, involves collecting, organizing, analyzing, and reporting data about several features of the program and its impact on the participants. Evaluating a workshop or institute can help in at least four areas: (1) planning (deciding on the overall content, major goals, and more detailed objectives of the workshop/institute); (2) programming (deciding on the procedures, faculty, facilities, budget, and other resources needed for running the workshop/institute); (3) conducting the workshop or institute; and (4) making changes. Planning the evaluation requires the same care that planning the program requires. Both the overall effectiveness of the program and the progress each participant makes toward the specified goals should be evaluated. Both of these levels can be addressed through formative evaluation during the program, summative evaluation at its conclusion, and follow-ups to assess the lasting value of the program. Suggestions are provided for conducting each of these types of evaluations. (SLD)

ED 315 426 TM 014 441
Childs, Ruth Axman
Constructing Classroom Achievement Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-8
Pub Date—Nov 89
Contract—RI-88062003
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Behavioral Objectives, Classroom Techniques, Multiple Choice Tests, Standardized Tests, *Teacher Made Tests, Teacher Role, *Test Construction, Test Format, Test Interpretation
Identifiers—ERIC Digests, Paper and Pencil Tests

Commercial achievement tests often provide limited instructional guidance and seldom provide feedback specific to any given classroom. The most instructionally relevant achievement tests are those developed by an individual teacher for use with a particular class. This digest describes the steps of test construction and presents suggestions for interpreting the outcomes of the achievement tests. The first steps involve identifying what the students should have learned and designing the test. The learning objectives emphasized determine the material to include and the form the test will take. Once the objectives have been designed, the second step–writing the questions–can be attempted. General principles of test construction are reviewed. Guidelines for construction of multiple-choice tests, probably the most difficult to construct, are also given. The third step is a final check and review of the finished test. Considering the questions related to the various learning objectives as separate subtests can help the teacher develop a profile of each student's knowledge of the objectives. A carefully constructed achievement test can help the educator teach more effectively and the student master more of the objectives. (SLD)

ED 315 425 TM 014 440
Grist, Susan And Others
Computerized Adaptive Tests. ERIC Digest No. 107.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 89
Contract—RI-88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ability Identification, *Adaptive Testing, *Computer Assisted Testing, Computer Uses in Education, Elementary Secondary Education, *Individual Testing, Test Construction, Testing Problems, *Test Use
Identifiers—ERIC Digests

Computerized adaptive tests (CATs) m[illegible] possible to estimate the ability of each student during the testing process. The computer presents items to students at the appropriate level, and students take different versions of the same test. Computerized testing increases the flexibility of test management in that: (1) tests are given on demand and scores are immediately available; (2) differences among administrators cannot affect scores and trained administrators are not needed; (3) tests can be individually paced; and (4) test security is increased. Computerized testing also offers options for timing and formatting, increases efficiency, and can provide accurate scores over a wide range of abilities. Some limitations to CATs are considered. CATs are not appropriate for some subjects and skills. Hardware limitations restrict the types of items that can be administered by computer, and many schools simply do not have the resources to administer CATs. A relatively large sample is needed to norm test items; comparable scores depend heavily on the quality of the estimates of item characteristics because each student answers a different set of items. The military has been among the pioneers in using CATs and at least two public school systems have begun to use them. A list of six organizations involved in computerized adaptive testing is included. (SLD)

ED 315 424 TM 014 439
Matter, M. Kevin
Communicating Scholastic Success. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-4
Pub Date—Nov 89
Contract—RI-88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Communication Skills, *Educational Quality, Elementary Secondary Education, Evaluators, *Institutional Characteristics, *Organizational Communication, Publicity, *Public Relations, Public Schools, Researchers, School Attitudes, *School Community Relationship, School Districts, School Personnel, Test Interpretation, Test Results
Identifiers—*Educational Information, ERIC Digests

Research and evaluation staff members in schools and school districts are frequently called on to answer questions about the quality of schools. Responding merely with test scores is not sufficient, because it is important to communicate information about the total educational program in the district. Additional measures are available. Characteristics of the student body that should be communicated are: (1) attendance, enrollment, and graduation rates; (2) the participation of community members in school activities; (3) the diversity of the student body; and (4) the stability of the student body. Characteristics of the staff that should be communicated include staff experience and staff development efforts and programs. The community should be informed about programs for students, including dropout prevention, tutoring, and enrichment efforts. Achievement should be demonstrated through test scores, feedback on achievement after students leave the school, and information about excellence and performance beyond test scores. The school environment should be described, and the fiscal situation in which the school operates should be public knowledge. (SLD)

ED 315 064 IR 014 292
Grabowski, Barbara L.
Interactive Videodisc: An Emerging Technology for Educators. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-8
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Information Retrieval, *Information Storage, Instructional Design, Interaction, *Interactive Video, *Learning Processes, *Videodisks
Identifiers—ERIC Digests

Interactive video can be a very complex learning system, or it can be a simple tool for teachers to use to enhance their instruction. The term has been used broadly in the literature and includes three major aspects: (1) interactive video as storage; (2) interactive video as hardware; and (3) interactive video as learning concept. This digest describes each of these concepts in detail. The first section discusses the information storage and retrieval capacities of both Constant Angular Velocity (CAV) and Constant Linear Velocity (CLV) videodisks. A scheme for classifying interactive video hardware by "levels of intelligence" (based on a three-level scheme developed by the Nebraska Design/Production Group) is outlined in the second section. Emphasizing learner interaction with visuals, the third section focuses on the advantages of interactive video over other computer-based systems for instructional purposes. (10 references) (GL)

ED 315 063 IR 014 280
Roblyer, M. D.
The Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-10
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Computer Assisted Instruction, Creativity, Effect Size, Elementary Secondary Education, English (Second Language), Higher Education, *Instructional Effectiveness, Literature Reviews, Meta Analysis, Problem Solving, *Student Attitudes, Word Processing, *Writing Skills
Identifiers—ERIC Digests

In an effort to provide information about the effect of computer use in schools on student achievement, attitudes, dropout rate, and learning time, a review of instructional computing research analyzed studies done between 1980 and 1987 using statistical summary procedures. Reviewers used a meta analysis procedure to calculate effect size as they focused on the impact of microcomputer use in specific areas and with specific kinds of students. Thirty-eight published and unpublished studies and 44 dissertations were reviewed. While computer-based instruction was shown to be potentially effective in most educational applications, computer-using educators are advised to keep the following in mind: (1) since significant results have been found at all grade levels, current data cannot be used either to increase or decrease use of computer applications at any particular grade level; (2) computer uses in all content areas except English as a Second Language (ESL) seem productive, and science may be an especially promising area; (3) using computer applications seems to significantly improve students' attitudes toward school and subject matter, but insufficient data exist to indicate that better attitudes have any impact on achievement or on dropout rate; and (4) while most types of skills profit from computer applications, word processing and use of Logo to enhance creativity and problem-solving skills are especially promising. (4 references) (GL)

ED 315 062 IR 014 279
Beattie, Elena D. Preston, Nancy R.
Selecting Microcomputer Courseware. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-9
Pub Date—Dec 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Software Reviews, *Courseware, *Evaluation Criteria, Instructional Design
Identifiers—ERIC Digests

The number of educational software packages on today's market is growing steadily. A large percentage of them are found to be of poor quality in terms of instructional and/or technical design. Arguing that a microcomputer in the classroom is only as effective as the software used with it, the first part of this digest provides an overview of the basic steps in courseware selection and evaluation that are recommended in the educational literature: (1) evaluating needs and constraints; (2) identifying software titles and previewing copies; and (3) evaluating the software package. Criteria for evaluating the content, instructional qualities, and technical characteristics of courseware are included in the second part. Finally, a select resource guide lists organizations, journals, guidebooks, indexes, and databases from which useful information can be obtained. (7 references) (GL)

ED 314 917 EC 222 077
College Planning for Students with Learning Disabilities. ERIC Digest #466.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Choice, *College Preparation, College Programs, College Students, *Counselor Role, Decision Making, Guidance Personnel, Higher Education, High Schools, *Learning Disabilities, *School Counselors

This information digest emphasizes that learning-disabled students must be cautious in selecting a higher education program that matches the student's unique needs with the features of the learning disabilities program. Planning for a successful postsecondary education begins with developing an appropriate individualized educational program in high school, to ensure that students complete high school with the necessary skills, content, knowledge, and a positive self-concept. Students also need to develop skills in evaluating courses, planning long-range study time, and interacting with faculty and other students. The role of high school counselors includes providing students with detailed information about potential postsecondary institutions and analyzing students' needs in terms of the availability and quality of support services. The digest concludes with a list of questions which should be asked in making the final college selection. Four references and a list of five college guides are included. The digest was developed from a paper by S. F. Shaw et al. titled "Preparing Learning Disabled High School Students for Postsecondary Education." (JDD)

ED 314 916 EC 222 076
Meeting the Needs of Able Learners through Flexible Pacing. ERIC Digest #464.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academically Gifted, Acceleration (Education), Continuous Progress Plan, Curriculum Design, Elementary Secondary Education, *Flexible Progression, Individualized Instruction, Pacing, *Program Development, Student Needs, Teaching Methods

This information sheet, based on "Flexible Pacing for Able Learners" by Neil Daniel and June Cox, defines flexible pacing as any program in which students are taught material that is appropriately challenging for their ability and allows them to move forward in the curriculum as they master content and skill. The document outlines methods used to achieve flexible pacing, such as grade skipping, early entrance, and credit by examination. The digest also briefly describes methods of implementing a flexible pacing program, the teacher changes needed to promote flexible pacing, the benefits of flexible pacing, and the reactions of students to flexible pacing programs. A list of 11 bibliographic resources and one organizational resource concludes the digest. (JDD)

ED 314 915 EC 222 075
Venn, John
Students with Physical Disabilities and Health Impairments. Revised. ERIC Digest #459.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Diagnosis, Elementary Secondary Education, Organizations (Groups), *Physical Disabilities, Preschool Education, *Special Health Problems, *Student Characteristics

This information sheet defines physical disabilities and health impairments, describes characteristics of students with these conditions, outlines special considerations necessary in assessing these students, notes key educational considerations and points out some of the special problems in working with preschool children with physical disabilities. The document includes a list of six organizations to contact for further information or assistance and a list of five references. (JDD)

ED 314 914 EC 222 074
Using Personal Computers To Acquire Special Education Information. Revised. ERIC Digest #429.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publications Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Networks, *Databases, *Disabilities, Elementary Secondary Education, Faculty Development, Information Networks, *Information Services, *Microcomputers, Preschool Education, Professional Development, Resources, Special Education

This digest offers basic information about resources, available to users of personal computers, in the area of professional development in special education. Two types of resources are described: those that can be purchased on computer diskettes and those made available by linking personal computers through electronic telephone networks. Resources described include: (1) portions of the ERIC (Educational Resources Information Center) database available on diskette; (2) Bibliographic Retrieval Services (BRS) and Dialog information services, which make available the Exceptional Child Education Resources database and the complete ERIC database; (3) ERIC on CD-ROM (compact disk read only memory); (4) SpecialNet, an electronic communications network designed for special educators; (5) Special Education Solutions, an online database of resources available to Apple computer users who are disabled; and (6) the IBM/Special Needs Exchange available through the CompuServe Information Service. (JDD)

ED 314 802 CS 507 028
Gottlieb, Stephen S.
Media Ethics: Some Specific Problems. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 90
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Codes of Ethics, *Ethics, Freedom of Speech, *Journalism, *Mass Media, Technological Advancement
Identifiers—ERIC Digests, Journalistic Objectivity, Journalists, *Media Ethics

This digest identifies some of the ethical issues which appeared in the mass media in the 1980s and discusses the implications which these issues have for the law and for those who already work in or study the mass media, as well as for those college students contemplating a career in journalism or broadcasting. (NKA)

ED 314 546 UD 027 230
McDonnell, Lorraine M.
Restructuring American Schools: The Promise and the Pitfalls. ERIC/CUE Digest.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-7
Pub Date—89
Contract—RI88062013
Note—6p.; For the document of which this is a digest, see UD 027 231.
Available from—ERIC Clearinghouse, Teachers College, Box 40, Columbia Univ., New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Change Strategies, Decentralization, Economic Factors, *Educational Change, Educational Improvement, Elementary Secondary Education, *School Based Management, School Choice, School Community Relationship, Teaching Conditions, Teaching Methods
Identifiers—*Educational Restructuring

This digest briefly reviews major approaches to restructuring American schools and evaluates their potential for improving student learning and their feasibility-politically, financially, and administratively. The following reasons for restructuring are discussed: (1) poor educational performance; and (2) the changing skills needed for today's jobs. The following restructuring options are evaluated: (1) decentralizing authority over schools, which includes school-based management, more professional teaching conditions, and school choice in public education; (2) holding schools more accountable for performance; (3) altering the content and process of classroom instruction; and (4) strengthening school-community links. Possible problems with these proposals for restructuring are identified. (JS)

ED 314 430 TM 014 149
Russell, Linda
The GED Testing Program. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-11
Pub Date—Oct 89
Contract—RI88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Educational Attainment, *Equivalency Tests, *High School Equivalency Programs, *National Programs, Secondary Education, Standardized Tests, *Testing Programs, Test Use
Identifiers—*ERIC Digests, *General Educational Development Tests

The Tests of General Educational Development (GED Tests) are described. Developed in 1942 for military personnel who had not graduated from high school, the GED Tests enabled veterans to qualify for jobs or enter college. More than 10 million persons have earned GED Test diplomas since 1971. There are five parts to the GED Tests: (1) Writing Skills; (2) Social Studies; (3) Science; (4) Interpreting Literature and the Arts; and (5) Mathematics. Test questions are multiple choice, with the exception of part of the writing skills assessment. While no formal preparation is required, many people attend adult education classes before taking the GED Tests. Each participating state and province sets its own passing scores at or above a minimum level set by the American Council on Education. Tests are given regularly throughout the United States, Canada, and overseas. A small fee is charged and it is possible to retake the GED Tests in the event of failure. While the diploma is no guarantee of employment or college entrance, 92% of colleges and 96% of employers accept the GED Tests as the equivalent of a high school diploma. (SLD)

ED 314 429 TM 014 147
Williams, Paul L.
Using Customized Standardized Tests. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-3
Pub Date—Dec 89
Contract—RI88062003
Note—3p.; For document from which this Digest was extracted, see TM 014 144.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, *Criterion Referenced Tests, Elementary Secondary Education, *Norm Referenced Tests, *Standardized Tests, State Programs, *Test Construction, Test Format, Testing Problems, Testing Programs, Test Interpretation, Test Norms, Test Use
Identifiers—ERIC Digests, Fact Sheets, *Test Customization

Both norm-referenced and criterion-referenced interpretations of student, school, district, and state testing data can be improved by customizing the traditional norm-referenced test. Improvements that can be made include: (1) increasing the relevance of the test to the curriculum and (2) having greater confidence in the national comparative information. Testing time can also be reduced. For the past several years, Texas has used a model state criterion-referenced test that was statistically equated to a nationally norm-referenced test. In spite of the reduced testing time and greater relevance to the curriculum of this approach, Texas will leave this model in 1990 for one that may be more successful in producing scores that approach norm validity. A second model of a custom-made test is one in which state or district-developed criterion-referenced items are combined with a complete norm-referenced test. Norm invalidity may still be a problem if norm-referenced scores are inflated by instruction targeted at the objectives. In Tennessee, a third model of a customized test remedies the shortcomings of the first two models and provides objective scores for instructional planning and norm-referenced scores for national comparisons. Customized norm-referenced tests offer a viable alternative to both norm-referenced and criterion-referenced tests. (SLD)

ED 314 428 TM 014 146
Echternacht, Gary
Interpreting Test Scores for Compensatory Education Students. ERIC Digest.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-TM-89-5
Pub Date—Dec 89
Contract—RI88062003
Note—3p.; For document from which this Digest was extracted, see TM 014 144.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Administrator Role, Administrators, *Admission Criteria, *Compensatory Education, Educational Assessment, Elementary Secondary Education, *High Risk Students, Objective Tests, *Program Evalua-

tion, Scores, Selection, Standardized Tests, *Test Interpretation, Test Use

Identifiers—ERIC Digests, Fact Sheets, Selection Tools

Following the rules and regulations of compensatory education programs requires the use of objective measures in selecting students for programs, assessing their progress, and monitoring the program's quality. Administrators must remember the following four points when they use test scores for compensatory education students: (1) test scores alone should not be used to select students; (2) good programs select students through several assessment tools rather than just one; (3) administrators should not use out-of-level tests; and (4) the use of tests for lower grade levels may be less frustrating for some students, but will not give an accurate picture of the content learned or the real meaning of the scores. It is also important to understand that the term "grade level" in testing does not relate to how well students perform in the classroom. When students score at grade level, about half of their peers score higher and about half score lower. Administrators must also differentiate the degree of error in individual and group scores. Interpretations are most sure when administrators consider district averages, followed by building averages, classroom averages, and individual students' scores. (SLD)

ED 314 427 TM 014 145

Mehrens, William A.

Preparing Students To Take Standardized Achievement Tests. ERIC Digest.

American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-TM-89-2

Pub Date—Dec 89

Contract—RI88062003

Note—3p.; For document from which this Digest was extracted, see TM 014 144.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement Tests, Administrator Role, *Administrators, Elementary Secondary Education, *Standardized Tests, *Test Coaching, Test Interpretation, Test Wiseness

Identifiers—ERIC Digests, Fact Sheets, *Teaching to the Test

A discussion of appropriate ways of preparing students to take standardized tests is presented for school administrators. The point at which preparation practices move beyond the ethical depends on the inferences one wishes to draw from test scores. Inferences drawn from test scores are general in nature and will be inaccurate if instruction is limited to the actual objectives sampled in the test or, worse yet, to the actual questions on the test. Appropriate activities include teaching students general test-taking skills that would help students answer questions correctly if they have mastered the objectives. These skills are relatively easy to teach and should not take much instructional time. (SLD)

ED 314 228 RC 017 342

Reyhner, Jon

Changes in American Indian Education: A Historical Retrospective for Educators in the United States. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-1

Pub Date—Apr 89

Contract—RI88062016

Note—3p.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*American Indian Education, American Indian History, American Indians, *Curriculum Problems, Educational Change, *Educational History, *Educational Improvement, Educational Needs, Elementary Secondary Education

Identifiers—ERIC Digests

This brief retrospective outlines major points in the history of American Indian education and major issues in Indian curriculum and teacher training. From the arrival of Europeans until recent times, formal schooling for American Indians has been controlled by others–first missionaries, then the Bureau of Indian Affairs (BIA). After World War II, American Indians began to actively promote self-determination and their own civil rights. Today all Indian schools are controlled by the local community or are operated by the BIA in conjunction with local Indian school boards. American Indian students' generally poor academic achievement has been attributed to sociocultural factors, such as differences between students' and teachers' languages, cultures, values, and learning styles. School improvement efforts either are based on studies of urban or suburban schools serving the dominant culture or follow the "whole language approach," focusing on getting students to read more "real literature" and to write more. Integration of American Indian language and culture into the regular school curriculum is critical to improving student achievement. Teachers of Indian children need systematic training about sociocultural influences on learning and about tribal cultures. Some tribal councils have formulated educational policies that mandate school instruction in the tribal language and culture. This digest contains 10 references. (SV)

ED 313 868 EC 221 737

Teaching Children with Attention Deficit Disorder. ERIC Digest #462.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062207

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 462).

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Assignments, *Attention Deficit Disorders, Behavior Modification, Classroom Environment, Elementary Secondary Education, Intervention, *Teaching Methods

Identifiers—ERIC Digests

This digest adapts information from "Attention Deficit Disorders: A Guide for Teachers," prepared by members of the Education Committee of Children with Attention Deficit Disorders. It defines attention deficit disorders and describes the two types (attention deficit hyperactivity disorder and undifferentiated attention deficit disorder.) Suggestions are offered for establishing the proper learning environment, giving students instructions, and giving students assignments. Tips on modifying behavior and enhancing self-esteem by providing supervision, discipline, and encouragement are also provided. Additional sources of information are listed, including eight suggested readings and a support organization. (JDD)

ED 313 867 EC 221 736

Early Intervention for Infants and Toddlers: A Team Effort. ERIC Digest #461.

Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—RI88062207

Note—3p.

Available from—Council for Exceptional Children, Publication Sales, 1920 Association Drive, Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 461).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cooperative Planning, *Delivery Systems, *Disabilities, *Early Intervention, Educational Legislation, Infants, *Interdisciplinary Approach, Models, Preschool Education, *Teamwork, Toddlers

Identifiers—Education of the Handicapped Amendments 1986, ERIC Digests, Multidisciplinary Teams, Transdisciplinary Approach

This information sheet summarizes findings from two reports: "Staffing Patterns and Team Models in Infancy Programs" by Jeanette McCollum and Mary-alayne Hughes, and "Early Intervention Team Approaches: The Transdisciplinary Model" by Geneva Woodruff and Mary McGonigel. The digest outlines the provisions of the Education of the Handicapped Amendments of 1986, (Public Law 99-457), the types of children who are eligible for services, and the services which must be made available. It describes the functioning of early intervention teams, which are composed of professionals representing a variety of disciplines: special education; social work; psychology; medicine; child development; and physical, occupational, and speech and language therapy; and which may also include parents. Three service delivery models that structure interaction among team members in different ways are discussed: multidisciplinary teams, interdisciplinary teams, and transdisciplinary teams. (JDD)

ED 313 687 CS 009 880

Aiex, Nola Kortner

Using Literature To Teach Reading. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jan 90

Contract—RI88062001

Note—5p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basal Reading, *Childrens Literature, Class Activities, Informal Assessment, Intermediate Grades, Primary Education, *Reading Instruction, Reading Research, Reading Writing Relationship, Student Evaluation, Teaching Methods

Identifiers—ERIC Digests, Guided Reading Procedure, *Whole Language Approach

This digest is intended to help and inform those teachers who are contemplating using children's literature to teach reading, and provides a brief review of material in the ERIC database on literature-based reading instruction. The digest includes sections on recent research, basic resources, assessing literature based reading, diverse methods approaches, and practical teaching guides. (NKA)

ED 313 675 CS 009 868

Wagner, Betty Jane

Whole Language: Integrating the Language Arts—and Much More. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 89

Contract—RI88062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, Suite 150, Bloomington, IN 47405 (single copy, free; up to 10 no-cost items, $2.00 postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Language Arts, Language Research, Primary Education, Reading Writing Relationship, Student Centered Curriculum, *Teacher Role

Identifiers—Emergent Literacy, ERIC Digests, *Whole Language Approach

In response to a current grass-roots movement among teachers, this ERIC digest provides an overview of the whole language approach. The first section outlines what whole language is, and the second section enumerates what whole language is not. The third section discusses what happens in whole language classrooms, and the final section discusses theory and research supporting whole language. (NKA)

ED 313 192 RC 017 328

Mestre, Jose

Hispanic and Anglo Students' Misconceptions in Mathematics. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-9

Pub Date—Mar 89

Contract—RI-88-062016

Note—3p.

Available from—Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Anglo Americans, Concept Formation, *Concept Teaching, Elementary Secondary Education, *Error Patterns, *Hispanic Americans, *Mathematical Concepts, *Mathematics Instruction, *Misconceptions, Student Attitudes

Identifiers—ERIC Digests

Students come to the classroom with theories that they have actively constructed from their everyday experiences. However, some of these theories are incomplete half-truths. Although such misconceptions interfere with new learning, students are often emotionally and intellectually attached to them. Some common mathematical misconceptions involve: (1) confusion between variables and labels, with failure to understand that variables stand for numerical expressions; (2) mistakes about the way that an original price and a sale price reflect one another; (3) misconceptions about the independent nature of chance events; and (4) reluctance to multiply fractions. Hispanic students display some unique mathematical error patterns resulting from differences in language or culture. In addition, linguistic difficulties increase the frequency with which Hispanic students commit the same errors as Anglo students. Since students will not easily give up their misconceptions, lecturing them on a particular topic has little effect. Instead, teachers must help students to dismantle their own misconceptions. One effective technique induces conflict by drawing out the contradictions in students' misconceptions. In the three steps of this technique, the teacher probes for qualitative, quantitative, and conceptual understanding, asking questions rather than telling students the right answer. In the process of resolving the conflicts that arise, students actively reconstruct the concept in question and truly overcome their misconceptions. This digest contains 10 references. (SV)

ED 313 108 PS 018 307

Hitz, Randy Driscoll, Amy

Praise in the Classroom.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-PS-89-1

Pub Date—89

Grant—OERI-88-062012

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, Early Childhood Education, *Elementary School Students, *Emotional Development, *Preschool Children, *Teacher Role

Identifiers—*Educational Encouragement, ERIC Digests, *Praise

Research suggests that: (1) teachers' use of praise may lower students' confidence in themselves; (2) systematic use of praise as a reinforcer in the classroom is impractical; (3) praise is a weak reinforcer; (4) various forms of praise have different effects on different kinds of students; and (5) use of praise is not the most powerful method for controlling deviant behavior and maintaining student attention. However, research also indicates that there are effective ways to praise students. The term "effective praise," or "encouragement," refers to a teacher's use of positive acknowledgments that neither judge student work nor assign status to the student. Encouragement offers specific, teacher-initiated, and private feedback that focuses on improvement and efforts, uses sincere and direct comments, helps students appreciate their behaviors and achievements, avoids comparisons with others, helps children develop self-satisfaction from a task or product, and does not set the student up for failure. It is concluded that teachers who avoid ineffective praise and use encouragement create a classroom environment in which students do not fear continuous evaluation, can make and learn from mistakes, and do not need to strive to meet someone else's standard of excellence. Nine references are cited. (RH)

ED 312 776 EA 021 434

Peterson, David

Parent Involvement in the Educational Process. ERIC Digest Series Number EA 43.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Improvement, *Educational Innovation, Elementary Secondary Education, Family Influence, *Family Involvement, *High Risk Students, *Parent Participation, *Parent Role

Identifiers—ERIC Digests

Children whose parents are involved in their formal education, among other things, have better grades, test scores, and long-term academic achievement than those with disinterested mothers and fathers. Tutoring is probably the best way for parents to participate in public education, but parental attitudes and expectations toward academic achievement can be as important as explicit teaching activities. The term "at-risk" is not synonymous with minority student, student in poverty, or student in single parent or restructured household; however, some family characteristics do inhibit academic achievement. The design of a program that allows parents to interact with school professionals as colleagues or peers would be a positive way to foster parental involvement in education. Further, to stimulate parental participation, administrators can hire staff sympathetic to parent involvement, alert parents to home education's advantages, and use signed parent/teacher education contracts. (10 references) (KM)

ED 312 775 EA 021 433

Peterson, David

Superintendent Evaluation. ERIC Digest Series Number EA 42.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Achievement, *Administrator Evaluation, *Boards of Education, Competence, Elementary Secondary Education, Job Performance, *Personnel Evaluation, *Superintendents

While a superintendent evaluation offers the school board protection from lawsuits and criticism from both terminated superintendents and constituents angered over the superintendent's performance and salary, it also offers encouraging praise, instructive criticism, and suggestions for overcoming shortcomings and problems. The performance appraisal system, a useful and flexible tool for superintendent evaluation, requires the board members–with the superintendent's cooperation–to identify and prioritize the superintendent's major goals before the year begins. Additionally, objectives, like goals, must be established before the evaluation period begins. The final evaluation should be in written form and should focus on how effectively the superintendent accomplished the goals and objectives agreed upon. (10 references) (KM)

ED 312 774 EA 021 432

Peterson, David

Strategic Planning. ERIC Digest Series Number EA 41.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 974 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cooperative Planning, Educational Objectives, *Educational Planning, Elementary Secondary Education, *Long Range Planning, Master Plans

Identifiers—ERIC Digests, *Strategic Planning

Within the field of education, the act of planning implies that the schools are more than passive pawns in the hands of socioeconomic forces. The current profound demographic changes, which will continue to reshape the nation and its schools in the coming decades, make strategic planning particulary important. Implementing a strategic plan first involves summarizing and documenting the district's purpose and operations, what it wants to accomplish, and what it does; everyone concerned with public education should participate in the strategic plan's creation. Further, the strategic plan should be fully discussed and publicized before it is implemented; must find its way into the district's budget and job descriptions; and should be for the duration of at least 5 years with annual reviews. (8 references) (KM)

ED 312 773 EA 021 431

Bowers, Bruce C.

Alternatives to Standardized Educational Assessment. ERIC Digest Series Number EA 40.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—89

Contract—OERI-R188062004

Note—4p.

Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Achievement Tests, *Criterion Referenced Tests, *Educational Assessment, *Educational Testing, Elementary Secondary Education, *Evaluation Methods, Mastery Tests, Norm Referenced Tests, *Student Evaluation, Student Placement

Identifiers—ERIC Digests

Standardized testing of American students provides comparative scores for the placement of individual students, enables students to make appropriate decisions regarding a future course of study, and offers the opportunity to assess the effectiveness of teachers, schools, and school districts. As a result of using standardized test scores for comparative purposes, however, "teaching to the test" is becoming a common practice in our nation's schools. Performance-based assessments offer an alternative to standardized testing by requiring students to demonstrate active skills. Because performance-based assessments are more easily scored using a criterion- rather than a norm-referenced approach, to maintain assessment reliability comparisons must be made with similar assessments made by other teachers in other settings, the adoption of an exemplary system involving regular meetings between teachers responsible for scoring would be necessary. Such a shift in testing methodology sacrifices reliability for the benefits of validity. (9 references) (KM)

ED 312 611 CS 009 821

Alvarez, Marino C. Risko, Victoria J.

Schema Activation, Construction, and Application. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 89

Contract—R188062001

Note—4p.

Available from—ERIC Clearinghouse on Reading and Communication Skills, Indiana University, Smith Research Center, 2805 E. 10th St., Suite 150, Bloomington, IN 47405 (no cost for a single copy; $2.00 postage and handling for up to 10 no-cost items).

BEST COPY AVAILABLE

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Higher Education, *Prior Learning, Reader Text Relationship, *Reading Comprehension, *Reading Research, *Reading Strategies, *Schemata (Cognition)
Identifiers—ERIC Digests, Prereading Activities, *Schema Theory

Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader is able to use prior knowledge and experience to interpret a text's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension. In order for schema construction to occur, a framework must be provided that helps readers elaborate upon new facts and ideas to clarify their significance or relevance. (RS)

ED 312 457 CE 053 551
Lowry, Cheryl Meredith
Supporting and Facilitating Self-Directed Learning. ERIC Digest No. 93.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-93
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Educators, Autoinstructional Aids, Independent Reading, *Independent Study, *Lifelong Learning, Locus of Control, *Open Education, *Personal Autonomy, Student Projects, Study Guides, *Teacher Role

Self-directed learning has been a high-interest topic within the field of adult education for the last decade. The following are among suggestions writers have made about how adult educators can best facilitate self-directed learning: (1) encourage learners to appreciate that they can act on their world individually or collectively to transform it; (2) negotiate a learning contract for goals, strategies, and evaluation criteria with learners; (3) be a manager of the learning experience rather than an information provider; (4) provide examples of previously acceptable work; (5) teach inquiry skills, decision making, personal development, and self-evaluation of work; (6) help learners locate resources; (7) help learners develop feelings of independence relative to learning; (8) use techniques such as field experience and problem solving that take advantage of adults' rich experience base; (9) develop high-quality learning guides; (10) encourage critical thinking skills by incorporating such activities as seminars; and (11) create an atmosphere of openness and trust to promote better performance. The following are among suggestions for institutions and employers: (1) meet regularly with panels of experts who can suggest curricula and evaluation criteria; (2) obtain the necessary tools to assess learners' current performance and to evaluate their expected performance; (3) recognize and reward learners when they have met their learning objectives; and (4) promote learning networks. (The document includes 13 references.) (CML)

ED 312 456 CE 053 550
Kerka, Sandra
Women, Work, and Literacy. ERIC Digest No. 92.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-92
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, Adult Literacy, Basic Skills, Educational Benefits, *Education Work Relationship, Employment Potential, Employment Qualifications, *Females, Functional Literacy, *Job Training, Labor Force Development, *Literacy Education, *One Parent Family, Social Services
Identifiers—*Workplace Literacy

The numbers of women with low literacy levels, the increased labor force participation of women, and increasing literacy requirements on the job make the case for the inclusion of a literacy component in employment programs for women. Such programs should strive to be comprehensive, learner-centered, flexible, standards-based, and linked to activities that advocate public policy issues that shape literacy services. Wider Opportunities for Women, an organization that seeks to expand employment opportunities for women, developed a program model based on case studies of five literacy programs that focus on the needs of low-income single mothers. The model, which can be used with other women, attacks the many internal barriers (such as low self-esteem, self-doubt about ability to learn, and guilt about taking time from their families for self-improvement) and external barriers (such as housing problems, financial and health difficulties, and the need for child care and transportation) faced by women in need of both literacy and job training. The five steps to the model (assessing, shaping the program, getting started, delivering services, measuring impact, and advocating public policy changes) are influenced by research showing that the comprehensive needs of the woman and her family must be addressed in order to have success in both literacy and employment readiness–because the women usually cannot focus on literacy as an isolated goal. (The document includes five references.) (CML)

ED 312 455 CE 053 549
Kerka, Sandra
Cooperative Education: Characteristics and Effectiveness. ERIC Digest No. 91.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-91
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Education, Cooperative Programs, Educational Benefits, Educational Cooperation, *Education Work Relationship, Experiential Learning, Field Experience Programs, *Instructor Coordinators, Outcomes of Education, Postsecondary Education, *Program Effectiveness, Relevance (Education), *School Business Relationship, Secondary Education, Vocational Education, *Work Experience Programs

Cooperative education can enhance classroom instruction by providing practical work experience that is relevant to students' career goals. Among co-op's benefits to students are increased relevance of learning and motivation for study; improved self-reliance, self-confidence, and responsibility; contacts with potential employers; and higher starting salary after graduation. Among the benefits to participating institutions are improved relationships with business and the community; enhanced student retention and graduate placement; workplace-tested curriculum; and less need to maintain expensive state-of-the-art facilities. Among the benefits to employers are effective screening and recruitment; higher employee retention and productivity; and improved public relations. Co-op education appears to work best in metropolitan settings, in community colleges, and for students who major in engineering, business, and health occupations. However, fewer than 2 percent of all full-time postsecondary students and no more than 10 percent of all secondary vocational education students are involved in co-op programs. Some research on the effects of co-op education has been criticized for methodological weaknesses. Among the suggestions for increasing co-op's impact are to recruit larger numbers of the students most likely to benefit from it and to promote co-op as a viable alternative to heavy borrowing for college expenses. (Eleven references are included.) (CML)

ED 312 454 CE 053 548
Imel, Susan
Employers' Expectations of Vocational Education. ERIC Digest No. 90.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-90
Pub Date—89
Contract—RI88062005
Note—4p.; For an earlier version of this document, see ED 252 693.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, Communication Skills, Computer Literacy, Decision Making Skills, Educational Assessment, Educational Benefits, Educational Improvement, *Education Work Relationship, *Employer Attitudes, *Employment Potential, Employment Qualifications, *Job Skills, *Outcomes of Education, Postsecondary Education, Problem Solving, Program Evaluation, *School Business Relationship, Secondary Education, Vocational Education
Identifiers—ERIC Digests

Employers expect their employees to have basic skills in reading, writing, and math; speaking and listening skills; problem-solving ability; employability skills; reasoning skills; leadership skills; computer literacy; interpersonal skills; ability-to-learn/learning-how-to-learn skills; and collaborative/teamwork skills. How well do employers think vocational education is preparing its graduates? Results of studies conducted since 1985 demonstrate that employers continue to view vocational graduates favorably. The following recommendations for improving vocational education were offered by three recent studies: (1) more communication and closer collaboration between business/industry and education; (2) more and better publicity concerning vocational education so that its image can be improved; (3) integration of reading, writing, and math instruction into vocational instruction; (4) identification of and instruction in a common core of employability skills that are transferable across occupations, including problem-solving and decision-making skills necessary for getting and keeping a job; (5) more opportunities for supervised work experience; and (6) emphasis on applied basic skills and employability skills in secondary programs and technical skills in postsecondary programs. (Ten references are included.) (CML)

ED 312 318 UD 026 347
Wells, Amy Stuart
Urban Teacher Recruitment Programs. ERIC/CUE Digest Number 43.
ERIC Clearinghouse on Teacher Education, Washington, D.C.; ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Black Teachers, Elementary Secondary Education, Grants, Minority Groups, *Minority Group Teachers, Public School Teachers, Scholarships, School Demography, *Student Financial Aid, Student Loan Programs, Teacher Distribution, Teacher Education Programs, *Teacher Recruitment, *Teacher Supply and Demand, *Urban Schools, Urban Teaching
Identifiers—ERIC Digests

The need to recruit more minority teachers for urban schools is acute. Although enrollment in teacher preparation programs has increased, few of these future teachers intend to teach in urban schools where they are most needed. Ninety-five percent of prospective secondary school teachers come from suburban, rural, or small town backgrounds, and intend to return to those settings after graduation. Of all students enrolled in programs leading to initial certification at the elementary level, 90 percent are White, 4.3 percent are Black, 2 percent are Hispanic, and 1.8 percent are Asian. In contrast, 93 percent of the nation's largest urban school districts maintain minority student enrollments of 70 percent. The following representative programs for recruiting teachers for urban schools are described: (1) Perkins Loans; (2) Governor's

Teaching Scholars Program (New Jersey); (3) Minority Teachers Program (New Jersey); (4) Teacher Opportunity Corps (New York); (5) Peace Corps Fellows Program (Teachers College, Columbia University, New York); and (6) Early Teaching Contract Programs, and the Young Educators Society (YES) (University of Wisconsin-Milwaukee). School districts that have developed programs include: (1) Columbus Public Schools, Columbus, Ohio; (2) Houston Independent School District, Houston, Texas; and (3) Los Angeles Unified School District, Los Angeles, California. A brief list of references is included. (FMW)

ED 311 148 UD 027 083
Wells, Amy Stuart
Middle School Education–The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-6
Pub Date—89
Contract—RI88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Curriculum Problems, *Dropout Prevention, Educational Change, *High Risk Students, *Middle Schools, *School Organization, Secondary Education, *Student Needs
Identifiers—ERIC Digests

Even though middle schools are important in retaining at-risk students, the organization and curriculum of most of them do not meet the developmental needs of young adolescents. Improvements should focus on making middle and junior high schools function less like large, impersonal high schools and more like caring, nurturing elementary schools, while offering a challenging, subject-specific curriculum. The size and departmentalized structure of middle schools tend to make students leaving self-contained elementary school classrooms feel vulnerable. The fragmented structure of middle schools allows teachers to specialize in subject areas, but weakens teacher-student relationships. Retaining middle school students in grade does not improve academic achievement and students who are retained are likely to feel embarrassed and stigmatized. Ability grouping, which becomes formalized in middle schools as academic levels become more fixed and obvious, results in social segregation, the reinforcement of racial stereotypes, and the promotion of negative self-images among minority students. Cooperative learning, where students of all ability levels work together in groups, is suggested as an alternative to tracking. Health education and career education should be emphasized in the curriculum. Teachers in middle grades should receive specialized training in adolescent development as well as in subject areas to improve teacher-student relationships. A list of eight references is appended. (FMW)

ED 311 147 UD 027 082
Ascher, Carol
Urban School Finance: The Quest for Equal Educational Opportunity. ERIC/CUE Digest No. 55.
ERIC Clearinghouse on Urban Education, New York, N.Y.; National School Boards Association, Washington, DC. Council of Urban Boards of Education.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-5
Pub Date—89
Contract—R188062013
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Educational Equity (Finance), *Educational Finance, Educational Opportunities, Elementary Secondary Education, *Expenditure per Student, Financial Needs, *Financial Problems, Special Needs Students, Suburban Schools, Urban Problems, *Urban Schools
Identifiers—ERIC Digests

Legislatures and courts have attempted to create equitable formulas for school finance. However, these formulas may have negative effects on educational opportunities for urban students. Comparisons of the per-pupil expenditures of large urban school districts, such as New York, with nearby suburban districts and state-wide averages disclose dramatic inequities. Urban school financing must contend with the following problems: (1) structural features in the State aid system that work against urban districts; (2) increased State control over local budgets; and (3) the decline in urban capacity for school support. Urban districts face higher costs than suburban districts in the following areas: (1) personnel; (2) facilities; and (3) special student needs. The relationship between school finance and student achievement has been difficult to establish because achievement has traditionally been measured in terms of basic skills and has not considered additional learning opportunities. Suggestions for improving educational equity in urban schools focus on the following areas: (1) increasing federal funding; (2) improving the methods of calculating urban students' needs; and (3) allowing greater local autonomy in determining standards and programs. A list of 18 references is appended. (FMW)

ED 311 136 UD 027 062
Schwartz, Wendy
Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 44.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 88
Contract—RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Book/Product Reviews (072)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Black Students, Book Reviews, Elementary Secondary Education, *Equal Education, Higher Education, Homeless People, *Minority Group Children, Racial Differences, Sex Differences, Social Differences, *Student Characteristics, Teaching (Occupation), Urban Culture, *Urban Education, *Urban Youth, White Students
Identifiers—ERIC Digests

This report reviews six recently published books on the education of urban and minority youth, and the social and cultural environment in which they live. "The Homeless in Contemporary Society" (edited by R. D. Bingham, R. E. Green, and S. B. White), is a primer on homelessness in America. "Gender Influences in Classroom Interaction" (edited by L. C. Wilkinson and C. B. Marrett) consists of 11 conference papers that discuss the ways that gender-related differences are manifested in school. "Effective Education: A Minority Policy Perspective" (C. V. Willie) presents a case for maintaining the integrity of black culture throughout a student's educational experience. "Class, Race, & Gender in American Education" (edited by L. Weis) consists of 13 essays that address the ways schools foster inequalities based on students' sex, race, and class. "Toward Black Undergraduate Student Equality in American Higher Education" (edited by M. T. Nettles) consists of a collection of essays that document the barriers that black college-bound students must overcome, and makes recommendations for educational reform, government policy, and private agency programs that can reduce these obstacles. "Policies for America's Public Schools: Teachers, Equity & Indicators" (edited by R. Haskins and D. MacRae) consists of nine papers that cover the three education areas that the editors believe are most in need of reform: (1) teachers and teaching, (2) diversity and equity; and (3) the uses of information and educational indicators. (FMW)

ED 311 120 UD 027 019
Kleifgen, Jo Anne
Computers and Opportunities for Literacy Development. ERIC/CUE Digest No. 54.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 89
Contract—RI-88-062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia Univ., New York, NY 10027 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Computer Literacy, *Computer Uses in Education, Courseware, Educational Opportunities, Electronic Mail, Elementary Secondary Education, Equal Education, Females, *High Risk Students, *Language Skills, *Literacy Education, Minority Group Children, Problem Solving, *Process Education, Sex Bias, Teacher Role, Writing Instruction
Identifiers—*Collaborative Learning, ERIC Digests, LOGO System

The computer revolution was expected to help American schools to teach traditionally unsuccessful students more effectively and to reduce educational inequalities. Research suggests, however, that computer technology has in many ways actually widened the gap in educational opportunity. Nevertheless, this report finds that computers and collaborative learning environments can be used effectively to develop language and literacy skills in students who have difficulty with traditional teaching methods. Inequities in school computer use result from some of the following factors: (1) unequal access to computers in the home; (2) limited access in ethnic and language minority schools; (3) reductionist teaching approaches; and (4) limited access and applicability for female students. Research indicates dramatic linguistic and academic improvement when students are given access to problem solving, word processing, and communications software, especially for use in collaborative tasks. The coupling of the process approach and computer use in group writing instruction encourages purposeful social interaction in the classroom and engenders both spoken and written language enrichment. The integration of computers into the language arts curriculum involves female students in technological literacy. Electronic mail has also developed as an important tool in literacy development. Emphasis is placed on the role of skilled teachers in engaging all students through computers. A list of 12 references is appended. (AF)

ED 310 881 PS 018 308
Tudge, Jonathan Caruso, David
Cooperative Problem-Solving in the Classroom.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-1
Pub Date—89
Grant—OERI-88-062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperation, Early Childhood Education, *Elementary School Students, Guidelines, *Piagetian Theory, *Preschool Children, *Problem Solving, *Teacher Role
Identifiers—ERIC Digests

Cooperation among students in classroom problem-solving activities is briefly discussed in terms of Piaget and cooperative problem-solving, guidelines for teachers, and the teacher's role. While research results are not unambiguous, teachers can encourage children to interact and share their perspectives during cooperative play by: (1) planning activities in which children have a shared goal; (2) ensuring that the goal is intrinsically interesting; (3) making it possible for children to achieve their goals through their own actions; and (4) seeing to it that the results of the child's actions are visible and immediate. To avoid giving directions, teachers can encourage children to interact with each other, help children clarify or adapt their shared goals, and involve children who are unlikely to initiate interaction. It is concluded that cooperative problem-solving becomes a valuable part of the curriculum when teachers present problems that children at different developmental levels can work on together, encourage children's efforts to share perspectives, and help them achieve a common objective. Nine references are cited for further reading on the topic. (RH)

ED 310 833 JC 890 442
Quimbita, Grace
Student Tracking Systems in Community Colleges. ERIC Digest, September 1989.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Report No.—EDO-JC-89-03
Pub Date—Sep 89
Contract—RI-880-62002
Note—5p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Community Colleges, *Data Collection, Evaluation Criteria, Followup Studies, Institutional Administration, lanagement Information Systems, *Outcomes Education, Program Development, Research sign, Student Placement, Two Year Colleges
tifiers—*Student Flow, *Student Information ystems

Student tracking systems are enabling increasing numbers of community colleges to respond to external demands for accountability with tangible measurements of student progress and institutional outcomes. Several recent trends in marketing, accountability, communications with students, and internal competition for resources have prompted interest in monitoring student progress. Six stages in the student flow process should be monitored: awareness of the college, first inquiry about the school, formal entry, the college experience, completion, and followup. Tracking systems can be developed for any one of these stages, but a number of decisions must first be made in order to collect, store, and disseminate the information that the college and its staff need. In addition to decisions about the purposes and organization of the tracking system, the designers must identify from the data elements routinely collected on each student those that are relevant to student persistence and outcomes. The American Association of Community and Junior Colleges has developed a student tracking model that identifies variables related to student characteristics, progress, and followup. While tracking systems offer many benefits, the potential for problems exists with respect to data collection, the institution's research capacity, follow-up information, and effective use of the information. Regardless of these difficulties, tracking is destined to become an integral part of community college management. (JMC)

ED 310 832 JC 890 441
Cohen, Arthur M.
Commitment to Transfer. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-89-02
Pub Date—Aug 89
Contract—RI-880-62002
Note—4p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Articulation (Education), *College Transfer Students, Community Colleges, *Curriculum Problems, Higher Education, Intercollegiate Cooperation, Part Time Students, Statewide Planning, *Transfer Policy, *Transfer Programs, Two Year Colleges

The proportion of community college students transferring to a four-year institution dropped considerably during the 1970's and early 1980's, a situation leading to accusations that the colleges do not prepare their students sufficiently well for transfer. However, several other factors have an influence on transfer rates. The fact that most community college students attend on a part-time basis accounts for some of the difference in rates of bachelor's degree attainment between community college and four-year college matriculants. The mere fact that community college students must transfer from one institution to another may also account for some of the shortfall. The transfer function is further weakened by institutional policies that support the idea of the college as a passive resource available to all who would drop in at any time during their lifetimes. These policies result in 85% of the matriculants not obtaining a degree, a lateral curriculum in which prerequisites to courses are not enforced, and a system in which student progress towards completion is not monitored. In efforts to increase transfer rates, colleges have begun to monitor student progress, provide information and hold meetings on transfer opportunities, enforce course prerequisites, and offer remedial courses to bring a sizable population up to a basic standard of literacy. Statewide efforts can be seen in California, which set aside $3 million for transfer centers in 20 colleges; New Jersey, which awarded special funds to its colleges to recruit transfer oriented minority students; and Colorado and Michigan, which mandated articulation plans between community colleges and public universities. While these efforts will eventually have some effect, major changes in philosophy and policy must be made if the number of students who transfer to a four-year university is to increase substantially. Statewide policies should be established to: (1) guarantee transfer students acceptance at a university without loss of units; (2) set aside special funds to reward colleges for improved transfer rates; (3) establish a common course numbering system for two- and four-year colleges; and (4) develop a centralized, accessible interinstitutional database. More importantly, community college staff members should identify potential transfers early on and monitor their progress until they complete their studies and enter the university. (VVC)

ED 310 780 IR 052 853
Vaughn, B. J. Eisenberg, Michael B.
Access Points to ERIC: An Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-10-11-12
Pub Date—Dec 88
Contract—RI88062008
Note—7p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Reference Materials - Directories/Catalogs (132) — Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Information, Clearinghouses, *Databases, Indexes, Information Systems, Online Systems, Optical Data Disks, Reference Services
Identifiers—*ERIC, ERIC Digests

This digest describes the traditional, new, and emerging points of access to the ERIC system: (1) traditional print access; (2) online access through commercial vendors; (3) CD-ROM; and (4) ERIC Digests Online. Also described are services offered by the ERIC Clearinghouse on Information Resources (ERIC/IR) that provide access to the system-ERIC MICROsearch, the ERIC/IR Electronic Bulletin Board, and local mainframe access at Syracuse University using the PRISM interface. A list of sources and prices for ERIC publications, a directory of vendors, a comparison of CD-ROM systems, a sample PRISM search, and a directory of online access services are included. (MES)

ED 310 369 CS 009 774
Metz, Elizabeth
The Issue: Adult Literacy Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 89
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Learning, *Adult Literacy, *Adult Reading Programs, *Evaluation Methods, Reading Instruction, Reading Skills, Reading Tests
Identifiers—Educational Issues, ERIC Digests, Student Centered Assessment

Intended to help adult education teachers and administrators select the type of adult literacy program that works best for their students, this digest surveys nine different programs and discusses the assessment methods used for each program. The programs examined are: (1) Time to Read; (2) Center for Literacy program; (3) Federal Prison System program; (4) Project: LEARN; (5) City University of New York Adult Literacy program; (6) Greece Central School District Continuing Education program; (7) CASAS (Comprehensive Adult Student Assessment System); (8) Literacy Volunteers of America-Danbury, Connecticut program; and (9) California Literacy Campaign. (NKA)

ED 310 112 SP 031 484
Schweitzer, Cathie
Coaching Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SP-1-89
Pub Date—Jan 89
Contract—RI-88062015
Note—3p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Athletic Coaches, *Certification, Elementary Secondary Education, Faculty Workload, Physical Education Teachers, *State Standards, *Womens Athletics

This digest focuses on coaching certification, its importance, its current status, and types of certification programs currently in existence. The discussion also covers the status of women coaches and the issue of national certification requirements. The list of addresses of certification programs given includes commercial agencies state programs, and a recognized accreditation program for volleyball. (JD)

ED 309 652 FL 018 170
Reeves, Jane
Elementary School Foreign Language Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-01
Pub Date—Sep 89
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Awareness, Elementary Education, *FLES, *Instructional Materials, *Language Teachers, *Second Language Instruction, Second Language Learning, *Teacher Qualifications
Identifiers—Content Area Teaching, *ERIC Digests, *Exploratory Foreign Language Programs

Various elementary school foreign language programs (FLES) are introduced, including, regular FLES, content-based FLES, and exploratory foreign language programs (FLEX), and a description of each of the programs is presented. The following questions are addressed: (1) Where should FLES programs meet? (2) How are FLES and FLEX programs staffed? (3) What materials and resources are available to the FLES teacher or for use in the FLES classroom? and (4) What are the hallmarks of a successful program? References, suggestions for further reading, and resources are included. (VWL)

ED 309 651 FL 018 128
Wilcox, Sherman
Foreign Language Requirement? Why Not American Sign Language? ERIC Digests
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-FL-89-01
Pub Date—Aug 89
Contract—RI-88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Sign Language, Cultural Education, Curriculum Design, Deafness, *Graduation Requirements, Higher Education, *Second Language Learning, Teacher Education, Uncommonly Taught Languages
Identifiers—*ERIC Digests

A discussion focusing on whether American Sign Language (ASL) should be accepted in fulfillment of university foreign language requirements attempts to dispel misconceptions about the language, and to show that ASL can provide the same benefits as the study of more traditional foreign languages, including the opportunity to communicate in another language and to learn about a different culture. The discussion highlights the following common questions and misconceptions about ASL: (1) Isn't ASL just a derivative of English?; (2) If ASL is American, how can it be considered a foreign language?; (3) Is ASL an important international language?; (4) What kind of culture is associated with ASL?; (5) Does

ASL have a body of literature?; and (6) Will acceptance of ASL cause declining enrollments in traditional foreign languages? Issues universities should consider when choosing to accept ASL to fulfill the graduation requirement include curriculum design, teacher qualifications, student evaluation, and program location. (Author/VWL)

ED 309 590 EC 220 581
Sirvis, Barbara
Students with Specialized Health Care Needs. ERIC Digest #458.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of 5 prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Assistive Devices (for Disabled), *Curriculum Design, Elementary Secondary Education, *Health Needs, *Health Services, *Special Health Problems, *Student Characteristics
Identifiers—ERIC Digests

Students with specialized health care needs require specialized technological health care procedures for life support and/or health support during the school day. They may or may not require special education. These children were previously unserved in educational settings. Estimation of their numbers is difficult, but as many as 100,000 infants and children may be technologically dependent in some way. Their conditions may include ventilator dependence, tracheostomy dependence, oxygen dependence, nutritional supplement dependence, congestive heart problems, need for long-term care, apnea monitoring, and kidney dialysis. Unique medical needs must be met before the students can benefit from educational experiences. Fatigue, limited vitality, short attention span, and limited mobility may accompany technological dependence. Before the children enter the classroom, teachers should consider several possible environmental and intervention adaptations. Medical complications must be considered when developing schedules and curricular plans. Of considerable concern is the teacher tendency to overcompensate for handicaps. Curricular modifications may be similar to those adopted for students with physical disabilities. Parents, siblings, and families play an important role in habilitation and management of health care needs, promotion of independence, and coping. Interdisciplinary planning can enhance the positive impact of the learning experience. (MSE)

ED 309 582 EC 220 570
Learning Related Visual Problems. ERIC Fact Sheet.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—81
Contract—400-81-0031
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of five prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Optometry, Vision, Visual Acuity, *Visual Impairments, Visual Learning, *Visual Perception

This fact sheet defines vision, outlines the visual skills needed for school achievement (ocular motility, binocularity, eye-hand coordination skills, and visual form perception), and describes how visual problems are evaluated and treated. The fact sheet also lists clues to look for when a visual problem is suspected, including the appearance of the eyes, complaints when using eyes for desk work, and behavioral signs. (JDD)

ED 309 565 EA 021 193
Klauke, Amy
Choice in the Public Schools. ERIC Digest Series Number EA 39.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 postage and handling, prepaid).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Innovation, Elementary Secondary Education, *Instructional Innovation, *Nontraditional Education, *Participative Decision Making, *Public Schools, School Based Management, *School Choice
Identifiers—*ERIC Digests

This Digest advocates alternative educational programs as ways to reduce dropout rates, increase academic and personal satisfaction and achievement, provide real options for struggling students, and generate improvement in all grade levels. The study discusses five concerns in relation to alternative school programs: (1) issues raised regarding choice options within and outside the public school system; (2) characteristics of public school alternative programs; (3) examples of educational options; (4) the implementation and management of alternative school programs within school districts; and, (5) the potential challenges for schools in the adoption of programs of choice. The Digest concludes by expressing the need for adequate planning in order to make alternative school programs practical, feasible, and mutually beneficial. (JAM)

ED 309 564 EA 021 192
Liontos, Lynn Balster
AIDS/HIV Education. ERIC Digest Series Number EA 38.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (2.50 prepaid postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Acquired Immune Deficiency Syndrome, *Curriculum Design, *Curriculum Development, Elementary Secondary Education, *Health Education, *Health Programs, Public Schools, *Teacher Education Programs
Identifiers—ERIC Digests

This ERIC Digest explores issues connected with AIDS/HIV education in public K-12 education by addressing five concerns: (1) Why are teenagers at risk? (2) What should be taught when? (3) Who should teach it and in what department? (4) How should teacher training prepare teachers to handle classroom, inservice, and community outreach HIV educational programs? (5) How can school boards avoid or deal with controversy? If comprehensive health education has been effective in reducing smoking and teen pregnancies, this Digest concludes that AIDS/HIV education may reduce this disease's incidence. (JAM)

ED 309 563 EA 021 191
Klauke, Amy
Restructuring the Schools. ERIC Digest Series Number EA 37.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.; Original is printed on colored paper.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Change Strategies, *Educational Change, *Educational Improvement, Elementary Secondary Education, *School Based Management, *School District Reorganization
Identifiers—ERIC Digests, *School Restructuring

This ERIC digest focuses on school restructuring as the central issue in the school reform movement by answering five questions: (1) What is "restructuring?" (2) What characteristics of the current educational system are the objects of reform? (3) How can restructuring attend to new skills students will need? (4) How can individual schools implement a restructuring plan? (5) How can district officials participate in the restructuring process? The digest concludes by encouraging structural experimentation. In addition, any institutionalization of new structures should be predicated on school districts' reducing regulatory barriers; providing implementation, support, and technical assistance; linking rewards to performance; and researching and disseminating the results of effective new practices among their schools. (JAM)

ED 309 556 EA 021 183
Bowers, Bruce C.
State-Enforced Accountability of Local School Districts. ERIC Digest Series Number EA 36.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—OERI-R-188062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 prepaid postage and handling).
Pub Type— Reports - General (140) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Accountability, *Change Strategies, Elementary Secondary Education, Excellence in Education, *Incentives, Institutional Autonomy, *Motivation Techniques, *Rewards, *Sanctions, School Effectiveness
Identifiers—ERIC Digests

Developments in several states suggest that a state-imposed accountability system is gradually taking shape. State authorities have established both incentive systems to reward high-performing school districts and systems of sanctions to be applied to districts with a record of repeated low performance. To accomplish this, a majority of states are now collecting from local districts a formidable array of statistics on student performance, including, at the very least, student achievement test scores, minimum competency scores, or both. Incentives are generally of two types: financial and deregulatory. Consequences of a state takeover of a district are also discussed. (13 references) (SI)

ED 309 135 SO 020 330
Kirby, Kathleen
Community Service and Civic Education. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-8
Pub Date—Oct 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Community Action, Community Involvement, Community Programs, Community Responsibility, *Community Services, Humanitarianism, Public Affairs Education, *Public Service, School Community Relationship, Social Responsibility, Social Services, *Student Participation, *Student Volunteers
Identifiers—ERIC Digests

Community service is a voluntary contribution to the commonweal that teaches valuable lessons about the responsibilities of citizenship in a free society. Vital services are provided through thousands of organizations created to meet needs not otherwise provided for by government. Participation in these community service projects help create a sense of concern for the public good and a commitment to voluntarism so essential to the future of the United States. Students at every level of school can participate in these projects and thus learn many social studies skills, including data gathering, critical thinking, and decision making. Community service programs also teach civic participation processes and skills, including group interaction, leadership, cooperation, and political influence. Service activities build positive bonds between youth and the institutions of our society and strengthen student academic performance and self-esteem. Service brings together students from diverse ethnic, racial, and socioeconomic groups. Fourteen characteristics of exemplary community service programs are cited, including the principles that: (1) community service must meet genuine needs; (2) it must have real consequences; and (3) it must require significant personal responsibility and decision making. Five nationally recognized school-based programs are given as examples of ongoing community service programs that teachers and curriculum specialists might study. A 13-item bibliography is included. (JB)

ED 309 134 SO 020 298

Woyach, Robert B.

World History in the Secondary School Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-89-7

Pub Date—Sep 89

Contract—RI88062009

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, *Curriculum Design, *Curriculum Problems, *History Instruction, Introductory Courses, Non Western Civilization, Secondary Education, Social History, Western Civilization, *World History

Identifiers—ERIC Digests, Political History

Since 1980, an increasing number of state and local education agencies have reintroduced a world history requirement into their secondary curricula. This ERIC Digest examines five key questions related to that trend. Questions raised, together with some salient points made in the discussion of each, are as follows: (1) What is the background to current debates about curriculum reform in world history? The current confusion about world history courses reflects conflicting curricula traditions and the lack of a uniform image of what world history is or should be. (2) Should teachers emphasize the history of the West or of the world? Although U.S. society is based in the Western experience, citizens no longer live in a world dominated by the West. (3) Should social or political history be emphasized in the curriculum? While the different perspectives of social or political history may lead to divergent approaches, they should be viewed as complementary possibilities for the teacher to explore. (4) Should world history teachers use the survey approach? Major elements of a chronological survey can be treated thematically, but in a chronological order, thus linking together historical periods while encouraging historical thinking skills. (5) Should world history be taught in a single year? A multi-year world history sequence is an ideal, but it may be difficult to implement. A list of nine references on issues related to the world history curriculum concludes the digest. (PPB)

ED 309 133 SO 020 242

Haas, Mary E.

Teaching Geography in the Elementary School. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-89-6

Pub Date—Aug 89

Contract—RI88062009

Note—4p.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Needs, Educational Objectives, Educational Quality, Elementary Education, *Geographic Concepts, *Geography, *Geography Instruction, *Instructional Improvement, Locational Skills (Social Studies), Map Skills, *Social Studies

Identifiers—ERIC Digests

Geography helps one understand the physical and cultural characteristics of the world. Geographic education provides the values, knowledge, concepts, and skills to better understand ourselves, our relationship to the earth, and our interdependence with other peoples of the world. There is a great need to increase the quantity and quality of geographic education in elementary schools to overcome ignorance of geography. Place names and locations are stressed in elementary geography, as are map and globe skills and the recognition of physical landforms appearing on maps. Teachers promote the study of geography through one or more teaching strategies: personal experiences, textbooks and printed media, and interactive computer software. Most geography is taught as a part of social studies and only a small portion of the day is spent in the study of these subjects. As a result, students' concepts of geography are severely limited and sometimes non-existent. The Guidelines for Geographic Education provide help in the selection of objectives and organization of geographic knowledge for elementary students. Five geographic themes are recommended for study by students at all levels: location, place, human and environment relationships, movement, and regions. Geography instruction is necessary in elementary schools. Geographers, geographic resources, and teachers must meet at state and district-level workshops to improve instruction. Emphasis must be placed upon understanding the context and importance of the five major themes of geographic education. Teachers must be taught to emphasize questioning, analyzing, verifying, and evaluating geographic information. A 10-item bibliography is included. (GEA)

ED 309 132 SO 020 193

Holt, Evelyn R.

Labor Studies in the Curriculum. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-89-5

Pub Date—Jul 89

Contract—RI88062009

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Curriculum Design, *Curriculum Development, *Curriculum Enrichment, *Labor Force, Labor Problems, Labor Relations, Secondary Education, Social Studies

Identifiers—ERIC Digests

Labor studies are often not included or underemphasized in the elementary and secondary school curricula. This ERIC Digest examines major themes of labor studies; inclusion of these themes in the curriculum; likely positive outcomes of labor studies in the curriculum; and available resources for teachers and students. Key historical events, the influence of immigration in the rise of unions, biographical studies of labor leaders, and labor legislation are major themes suggested for inclusion in elementary and secondary curricula. Labor studies can be incorporated in civics classes by discussing the right of citizens to join labor unions; in economics classes by the use of collective bargaining simulations; and in literature and creative writing classes by reading books with labor themes. Positive outcomes of including labor studies in the curriculum are a greater understanding of the contributions of workers, an appreciation of struggles that resulted as workers attempted to secure their rights, and increased knowledge of workers' rights. Sources of information about labor studies are suggested, and a 17-item bibliography of references and ERIC resources is included. (CT)

ED 309 050 SE 050 699

Helgeson, Stanley L.

Microcomputers in the Science Classroom. ERIC/SMEAC Science Education Digest No. 3, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—RI-880-62006

Note—4p.; For other 1988 science digests see SE 050 697-698.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors— *Computer Assisted Instruction, Computer Graphics, Computer Oriented Programs, Computer Simulation, *Computer Uses in Education, Elementary Secondary Education, *Laboratories, *Microcomputers, *Science Activities, Science Curriculum, Science Equipment, Science Experiments, *Science Instruction, Secondary Education, Secondary School Science, Sex Differences, Student Attitudes

This ERIC Digest presents a brief description of some applications and findings of the microcomputer in science classrooms. It is suggested that microcomputer simulations are at least as effective as hands-on experiences for some cognitive outcomes and may in fact enhance these outcomes when the simulations are sequenced to follow hands-on instruction. Skills such as graphing appear to be positively influenced by microcomputer-based experiences, although the apparently critical nature of a delay between the input of data and its corresponding graphic display should be noted. While sex difference in achievement may not have been eliminated by the use of the microcomputer, instances of equal performance have been noted. In the affective domain, both student attitudes and interest seem to be positive regarding the use of microcomputers in science instruction. Includes 10 references. (MVL)

ED 309 049 SE 050 698

Blosser, Patricia E.

Teaching Problem Solving–Secondary School Science. ERIC/SMEAC Science Education Digest No. 2, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—RI-880-62006

Note—4p.; For other 1988 science digests see SE 050 697-699.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Biology, Chemistry, *Cognitive Development, Educational Development, Educational Research, *Educational Strategies, Literature Reviews, Physics, *Problem Solving, Science Activities, Science Education, Secondary Education, *Secondary School Science, Teaching Methods, Technology

Problem solving is often identified as a goal of science education. What is considered problem solving varies from teacher to teacher. The ultimate goal of problem-solving education has been identified as a means of helping students develop higher-order thinking skills. This ERIC digest focuses on problem solving in secondary school science as illustrated by research studies found in the literature for 1982-88. The digest discusses: the importance of problem solving instruction; problem solving research in biology, chemistry and physics; and implications of problem solving research for science teachers. Seventeen references are included. (CW)

ED 309 048 SE 050 697

Helgeson, Stanley L.

The Second IEA Science Study: Data Related to Precollege Science in the U.S.A. ERIC/SMEAC Science Education Digest No. 1, 1988.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—RI-880-62006

Note—4p.; For other 1988 science digests see SE 050 698-699.

Available from—ERIC/SMEAC, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00 single copy; ordered in sets by year and area, $3.00)
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Achievement Tests, *Comparative Education, Elementary School Science, Elementary Secondary Education, Grade 5, Grade 9, Grade 12, International Educational Exchange, Process Education, Science and Society, *Science Curriculum, *Science Education, Secondary School Science
Identifiers—*Second International Science Study

In 1986, a total of 11 different populations involving more than 1000 schools and more than 20,000 students participated in the Second IEA Science Study (SISS). This digest discusses findings related to curricular patterns and student outcomes. Ratings were done at grades 5, 9, and 12, to ensure that the achievement tests reflected the science curriculum of the countries involved. The three curricular grids which were designed to follow international guidelines were: traditional science domains; applied/integrated science; and science processes, practical skills, and attitudes. The review of student outcomes compares the 1986 results with earlier tests. These comparisons resulted in mixed findings. (CW)

ED 308 990 PS 018 333
Evangelou, Demetra
Mixed-Age Groups in Early Childhood Education. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-4
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Early Childhood Education, Educational Practices, *Elementary School Students, *Grouping (Instructional Purposes), *Preschool Children, *Social Development
Identifiers—ERIC Digests, *Mixed Age Groups

The topic of mixed-age groups in early childhood education is discussed in terms of: (1) advantages of mixed-age classes; (2) social development in mixed-age groups; (3) cognitive development in mixed-age groups; and (4) implications for early childhood education. It is asserted that mixed-age interaction among young children can offer a variety of developmental benefits to all participants. Empirical data on the educational principles that should guide instruction in mixed-age environments are not yet available; however, when available, such data are likely to support the position that mixed-age group interaction can have unique adaptive, facilitating, and enriching effects on children's development. Nine references are cited for further reading. (RH)

ED 308 989 PS 018 332
Shepard, Lorrie A. Smith, Mary Lee
Escalating Kindergarten Curriculum. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-2
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, *Curriculum Problems, Educational Practices, *Grade Repetition, *Kindergarten, Primary Education
Identifiers—*Academic Pressure, ERIC Digests, *Stigma

The increasingly common practice of retaining kindergarten children by enrolling them in alternative programs instead of first grade is briefly discussed in terms of what research says about retention, the social stigma of retention, the escalating kindergarten curriculum, and alternatives to retention. It is argued that the fad to flunk kindergarten children is the product of inappropriate curriculum. Schools with appropriate curriculum and collegial understandings among teachers and principals make retention unnecessary. Once the larger context of curriculum escalation is understood, teachers and principals will have increased incentive to resist the pressures and accountability culture that render more and more children "unready." (RH)

ED 308 988 PS 018 331
Brown, Patricia Clark
Involving Parents in the Education of Their Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-89-3
Pub Date—89
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Guidelines, *Parent Participation, *School Role, *Teacher Role
Identifiers—ERIC Digests

The involvement of parents in the education of their children is briefly discussed. Discussion focuses on ways to involve parents, ways to reach parents, and difficulties in involving parents. It is asserted that the suggestions offered in this ERIC Digest can help teachers involve parents who might not otherwise be involved. While an individual teacher may be able to implement a parent involvement program alone, doing so may be difficult. Program implementation will be facilitated if the school as a whole is committed to a parent involvement program. In addition to facilitating program implementation, administrative staff can offer help and support to teachers. Six references are cited for further reading on the topic. (RH)

ED 308 884 IR 052 996
Eisenberg, Michael B.
Trends in Library and Information Science: 1989. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-7
Pub Date—Sep 89
Contract—RI88062008
Note—4p.; This digest is based on the synthesis paper, "Trends and Issues in Library and Information Science," by Michael B. Eisenberg, Carolyn K. Trombly, and Lindsay D. Ruth, which is available from Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-81, $4.00 plus $1.50 shipping and handling).
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Elementary Secondary Education, Higher Education, *Information Science, Learning Resources Centers, *Librarians, Library Automation, Library Education, Library Planning, Library Role, *Library Science, Media Specialists, Optical Data Disks
Identifiers—ERIC Digests

Based on a content analysis of professional journals, conference proceedings, ERIC documents, annuals, and dissertations in library and information science, the following current trends in the field are discussed: (1) there are important emerging roles and responsibilities for information professionals; (2) the status and image of librarians remains a major concern across the library professions; (3) professional education programs are being challenged to balance the need to provide training in specific areas while also developing comprehensive, coordinated programs covering all areas of information science; (4) libraries of all types are incorporating planning processes into their management activities; (5) "Information Power," the new guidelines for school library media programs, is already having a major impact on the field; (6) technology has an impact on the presentation of information and related information services; (7) advances in technology result in major, highly visible changes in library and information work; (8) new research efforts in information systems include integrating various formats and structures in a single system, developing sophisticated user interfaces, and the application of artificial intelligence to information systems; (9) CD-ROM has emerged as a major technology for providing access to a range of information systems, such as bibliographic retrieval systems, databases, library catalogs, and full-text systems. (11 references) (MES)

ED 308 882 IR 052 957
Bevilacqua, Ann F.
Hypertext: Behind the Hype. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-5
Pub Date—Aug 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Oriented Programs, *Computer Software, Higher Education, Microcomputers, Organization
Identifiers—ERIC Digests, *Hypertext, Prototypes

This digest begins by defining the concept of hypertext and describing the two types of hypertext–static and dynamic. Three prototype applications are then discussed: (1) Intermedia, a large-scale multimedia system at Brown University; (2) the Perseus Project at Harvard University, which is developing interactive courseware on classical Greek civilization using HyperCard; and (3) Project Jefferson at the University of Southern California, which has developed applications using the Apple Macintosh hardware and HyperCard software. Problems of hypertext systems, such as orientation to the database, cognitive overload, and compatibility, are considered. A few brief hypertext definitions are included. (6 references) (MES)

ED 308 880 IR 052 929
Berkowitz, Robert E. Eisenberg, Michael B.
The Curriculum Roles and Responsibilities of Library Media Specialists. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-89-3
Pub Date—Jul 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Elementary Secondary Education, *Guidelines, *Library Role, *Media Specialists
Identifiers—ERIC Digests, *Information Power

This digest brings together the various views on curriculum-related roles for library media specialists. The first section considers reasons why a disparity between theory and practice exists in regard to the involvement of library media specialists as curriculum consultants. Several sources addressing this issue are reviewed in the second section. In the third section, responsibilities of the library media specialist as information consultant and actions necessary for library media specialists to fulfill their curriculum-related roles are listed. These responsibilities and actions are drawn from "Information Power," the new national library media program guidelines from the American Association of School Librarians and the Association for Educational Communications and Technology. The fourth section summarizes the relevant ideas in three recent works offering new insights into curriculum responsibilities: (1) "Taxonomies of the School Library Media Program" (David V. Loertscher); (2) "Helping Teachers Teach" (Philip Turner); and (3) "Curriculum Initiative: An Agenda and Strategy for

Library Media Programs" (Michael B. Eisenberg and Robert E. Berkowitz). (19 references) (MES)

ED 308 858 IR 014 118
Ely, Donald P.
Trends in Educational Technology: 1989. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-6
Pub Date—Sep 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Computers, Content Analysis, *Delivery Systems, *Distance Education, *Educational Technology, *Educational Trends, Elementary Secondary Education, Higher Education, Instructional Development, *Professional Personnel, Teacher Education, Telecommunications, Videotape Recordings
Identifiers—ERIC Digests

In order to identify and document the pervasive trends in the field of educational technology, an elaborate content review of the professional literature was performed. Literature examined included journals, conference proceedings, ERIC Resources in Education (RIE) documents, annuals and yearbooks, and dissertations. The trends that were identified include: (1) the design, development and evaluation of instructional materials and procedures are a primary concern among practitioners of educational technology; (2) professional education for teachers in the use of educational technology principles and practices is seen as a basic need for present and future professional service; (3) distance education is becoming a significant delivery system; (4) the computer is the dominant medium in the field, and telecommunications and video follow close behind; (5) the role of the educational technologist is unclear and varies from location to location; (6) case studies serve as models to follow in the implementation of educational technology applications; (7) the field of educational technology is concerned about its status as a profession; and (8) educational technology principles, products, and practices are just beginning to be integrated into courses and curricula. (10 references) (GL)

ED 308 857 IR 014 117
Meyers, Judith K.
Implementing Information Power. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-4
Pub Date—Aug 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Information, Cooperative Planning, Diffusion (Communication), Elementary Secondary Education, Guidelines, *Information Dissemination, *Information Networks, Information Services, *Learning Resources Centers, *Library Services, Media Specialists, *Professional Development, *Program Implementation, School Libraries, Social Networks
Identifiers—ERIC Digests

"Information Power: Guidelines for School Library Media Programs," which was published jointly by the American Library Association (ALA) and the Association for Educational Communications and Technology (AECT) in 1988, is the most recent in a series of efforts to articulate and encode professional program and practice standards that have spanned the 20th century. Begun in 1983 by a joint writing committee of AECT and the American Association of School Librarians (AASL), "Information Power" focuses on the building level library media specialists' role in planning and providing leadership in the establishment of partnerships for the delivery of resources and services. These resources and services may vary according to the goals and objectives of the school. Physical and intellectual access to information, increasingly through networks extending well beyond the school, is the central unifying concept of the guidelines. This digest provides examples of activities planned for implementing the guidelines at the national, state, regional, district, building, and personal levels, and implementation procedures are outlined for each of the eight steps of the implementation cycle: (1) analyze organization; (2) gather data; (3) set goals; (4) establish priorities; (5) develop plans; (6) take action; (7) evaluate effectiveness; and (8) revise plans. (3 references) (GL)

ED 308 856 IR 014 064
Reed, Mary Hutchings
Computer Software: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-2
Pub Date—Jul 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classrooms, *Computer Software, *Copyrights, Elementary Secondary Education, Guidelines, Higher Education, Intellectual Property, *Legal Problems, *Legal Responsibility, Librarians, *Libraries, Library Services, Media Specialists
Identifiers—*Copyright Act 1978, ERIC Digests, Fair Use

This digest notes that the terms and conditions of computer software package license agreements control the use of software in schools and libraries, and examines the implications of computer software license agreements for classroom use and for library lending policies. Guidelines are provided for interpreting the Copyright Act, and insuring the fair use of software by libraries, classroom teachers, and students. (GL)

ED 308 855 IR 014 063
Reed, Mary Hutchings
Videotapes: Copyright and Licensing Considerations for Schools and Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-89-1
Pub Date—Jun 89
Contract—RI88062008
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classrooms, *Copyrights, Elementary Secondary Education, Guidelines, Higher Education, Intellectual Property, *Legal Problems, *Legal Responsibility, Librarians, *Libraries, Library Services, Library Technical Processes, Media Specialists, *Videotape Recordings
Identifiers—*Copyright Act 1978, ERIC Digests

Much of the concern among librarians and educators as to the legality of library lending and classroom use of copyrighted videotapes is the result of "Home Use Only" labeling and other information supplied by the Motion Picture Association of America and some of its members. Much of this labeling and information is misleading and inapplicable to libraries and schools. This document provides guidelines for interpreting the Copyright Act for the classroom and library use of videotape recordings. (GL)

ED 308 802 HE 022 933
Eddy, Margot Sanders
College Alcohol Programs. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-16
Pub Date—89
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, Suite 630, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Alcohol Education, College Environment, *College Programs, College Role, College Students, *Drinking, Higher Education, *Legal Responsibility, *Policy Formation, School Responsibility, Social Behavior
Identifiers—ERIC Digests

The use and abuse of alcohol on college campuses is reviewed briefly and administrative responses are described. Campus initiatives include policy formation and enforcement, treatment programs, and prevention activities. Issues related to institutional liability are outlined, and important factors that bear on policy formation are detailed, such as student attitudes, campus climate, and quality of services to abusers. The Inter-Association Task Force on Alcohol Issues' recommendations for policy regulations are also reviewed, along with recent efforts of Congress, the Federal Government, and the Network of Colleges and Universities Committed to the Elimination of Drug and Alcohol Abuse. (LB)

ED 308 801 HE 022 932
Krehbiel, Lee E. MacKay, Kathleen
Volunteer Work by Undergraduates. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-15
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Responsibility, College Students, *Community Services, Extracurricular Activities, Higher Education, *Public Service, Student Financial Aid, Student Participation, *Student Volunteers, Undergraduate Study
Identifiers—ERIC Digests, *Volunteerism

Undergraduate volunteerism work is discussed, noting volunteer service can be a vital part of an undergraduate education. This service has taken many forms over the years, from folding bandages for soldiers at war, to providing tutorial services for elementary and secondary school children, to staffing medical programs in Appalachia. It encompasses paid and non-paid positions, internships or other work resulting in academic credit, and community service. Today, it may also affect student financial and related legislation. In recent years, college students have been described as narcissistic and part of the "me generation," and one study indicates a shift from civic responsibility to self-interest. There are signs, however, that current undergraduates are more altruistic, and institutional initiatives to support student volunteerism are increasing. Direct methods of encouraging student volunteerism are being considered and include an institutional or governmental community service requirement and a financial aid program linked to community service. Several successful programs to encourage undergraduates to volunteer are cited. Proposals under consideration for relating such work to financial aid are as follows: make eligibility grants and loan forgiveness dependent upon volunteer service; resurrect the G.I. Bill, with modifications; and enact legislation linking financial aid eligibility to national youth service programs. Contains 12 references. (SM)

ED 308 800 HE 022 931
Neal, John E.

Faculty Evaluation: Its Purposes and Effectiveness. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-14
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Educational Assessment, Educational Quality, Excellence in Education, Faculty College Relationship, *Faculty Development, *Faculty Evaluation, Higher Education, Institutional Role, *Teacher Evaluation
Identifiers—ERIC Digests

A discussion of the purposes and effectiveness of faculty evaluation is presented. Topics of discussion include the purposes of faculty evaluation, the importance of clarity of purpose, and whether or not faculty evaluation results in more productive faculty. Ten guidelines for faculty evaluation programs are listed as follows: make sure the purpose of evaluation is clear; involve faculty in all aspects; make administrative commitment to the evaluation process go hand in hand with commitment to due process; attempt to balance institutional needs with individual faculty needs; link evaluation to faculty development and rewards; apply all evaluation procedures consistently and fairly; include multiple sources of faculty data in evaluation; bring evaluation policies and practices into conformity with established civil rights guidelines; when using existing programs, tailor them to meet local needs; and include several levels of review and appeal. Using guidelines in the evaluation process accomplishes three goals: they reopen the lines of communication between faculty and administration of faculty effectiveness; they help minimize faculty resistance to evaluation; and they permit an integration of evaluation into decision making and development processes on campuses. Contains 7 references. (SM)

ED 308 799 HE 022 930
Leslie, Larry L.
Enhancing a College's Fund-Raising Ability. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-13
Pub Date—88
Contract—RI88062014
Note—3p.; Small print.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($1.00).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Athletics, *Donors, *Educational Finance, Financial Needs, Financial Support, *Fund Raising, Higher Education, Institutional Advancement, Institutional Survival, *Private Financial Support, School Funds, Taxes
Identifiers—ERIC Digests

Suggestions on how to enhance a college's fund-raising abilities are presented. Six sections are as follows: exemplary performers (noting the relationships between amounts raised and strategies employed); what works and what does not work in fund- raising (an institution's public visibility is important, and a poverty strategy is not); whether successful athletic programs enhance support (athletic success tends to result in larger contributions to athletic programs with spillovers to academic programs); how tax laws affect voluntary support (though recent tax code revisions raised serious concern that the levels of voluntary support of higher education might decline, some indicators suggest that the decline might not be as serious as forecast); new ideas in nonprofit research, focusing on an 1988 study by Weisbrod that shows that a tax increase of 10% may result in philanthropic declines of as little as .1% or as much as 2.54%); and what is in store for the future (suggesting a broad, national database of higher education donors to provide the sorts of information social scientists require to test propositions). Contains 10 references. (SM)

ED 308 797 HE 022 845
Nelson, Karen
Paying for College: Savings Plan vs. Prepayment. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-12
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (Free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Banking, Costs, *Educational Finance, Educational Planning, Expenditures, Family Financial Resources, Federal Aid, Higher Education, *Parent Financial Contribution, Parent Responsibility, Self Supporting Students, State Aid, *Student Costs
Identifiers—ERIC Digests

As college costs continue to soar, families across America are confronting a financial burden they find difficult if not impossible to manage alone. Existing programs like student loans are unable to address a problem of this scope. The search for a method to encourage savings for college without drawing on limited public resources has led to a new investment idea: prepayment of tuition. Although difficult to implement, prepayment plans have the potential to totally restructure higher education finance. The principal advantages of state, national, and commercial savings plans are reviewed, then compared with state and national prepayment plans. Helping families save for higher education is a crucial issue facing policy makers and higher education officials. If parents can be encouraged to create "new" savings for future college expenses, higher education will benefit while the nation's perilously low savings rate will be transfused. National and commercial savings plans offer alternatives, although somewhat unsatisfactorily. A well-structured national prepayment plan is essential in order to bring the nation's college tuition crisis in check. Contains four references. (SM)

ED 308 795 HE 022 801
Richardson, Richard C., Jr. de los Santos, Alfredo G., Jr.
Helping Minority Students Graduate from College–A Comprehensive Approach. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-11
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, The George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036. (Free with stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Access to Education, American Indians, Blacks, *College Graduates, College Students, *Educational Attainment, Educational Quality, Equal Education, Excellence in Education, *Graduation, Higher Education, Hispanic Americans, *Minority Groups, Racial Discrimination
Identifiers—ERIC Digests

Blacks, Hispanics, and American Indians remain less likely to graduate from college than other Americans. This persistent and serious problem is solvable if concerned institutions use a comprehensive approach, implementing 10 principles in order to successfully remove race and ethnicity as factors in college completion. The principles listed are supported by a 3-year national study of 10 predominantly white colleges and universities that have achieved success in graduating minority students over 10 or more years. The 10 principles are as follows: announce your priorities (the goal of eliminating racial and ethnic disparities); back your priorities (spend money to recruit, retain, and graduate minority students); employ minority leaders (to send a clear message about the value of cultural diversity); track your progress; provide comprehensive support services; emphasize quality (with plenty of diversity); reach out to community schools, agencies, and businesses (a community-wide effort can raise minority students' aspirations and academic preparation); bridge the educational gaps (with such bridge programs as extended classes covering required material, tutoring, learning laboratories, collaborative study groups, and intrusive advising); reward good teaching and diversify the faculty (cultivating minority professors by mentoring graduate students or junior faculty members); and construct a nonthreatening social environment (with no incidents of racism). Eight references are included. (SM)

ED 308 686 EC 220 561
Delivering Special Education: Statistics and Trends. ERIC Digest #463.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—89
Contract—RI88062207
Note—3p.
Available from—The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 ($1.00 each, minimum order of 5).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Delivery Systems, *Disabilities, Dropouts, Early Intervention, Educational Legislation, *Educational Trends, Education Work Relationship, Elementary Secondary Education, Federal Legislation, *Incidence, Student Characteristics
Identifiers— *Education for All Handicapped Children Act, ERIC Digests

The digest presents recent statistics regarding educational services for handicapped children, including data on who is being served, how that population is changing, and what trends are affecting special education today. The report answers the following questions: how are handicapped children defined for purposes of the Education for All Handicapped Children Act of 1975? What handicapping conditions are being served? Where are these students receiving their special education (regular classes, resource rooms, special classes, special schools, or hospital/homebound environments)? How many teachers are needed? What students with handicaps are dropping out? The last section identifies two major trends in special education today–the provision of services to young children with handicaps, and more training in vocational skills as well as programs to assist in the transition from school to community life. (DB)

ED 308 657 EC 220 521
Fourteen Tips to Help Special Educators Deal with Stress. CEC Digest #1467.
Council for Exceptional Children, Reston, Va.; ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—89
Contract—RI88062207
Note—For document on which this is based, see ED 201 168. Issued in two forms: "CEC Digest" and "ERIC Digest."
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid).
Pub Type— Information Analysis (070) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Elementary Secondary Education, Preschool Education, *Special Education Teachers, *Stress Management
Identifiers—ERIC Digests

Briefly described are suggestions to help special educators keep their level of stress manageable. Suggestions are extracted from "Stress and Burnout: A Primer for Special Education and Special Services Personnel" by Stan Shaw et al. To better organize their time and activities, educators are advised to set realistic and flexible professional goals and objectives, establish priorities, leave their work at school, pace themselves, use available human resources, and organize their classrooms. Educators are also encouraged to be open to innovation and new opportunities by changing their environment, keeping themselves motivated, considering career options, and seeking out personal learning experiences. Additional suggestions deal with being positive about themselves and their profession, with tips on allowing a "moment of glory" when receiving positive feedback, looking for the "silver lining," becoming directly involved, and remembering the children being served. (JDD)

ED 308 402 CE 052 837
Imel, Susan
Adult Literacy Issues: An Update. ERIC Digest No. 89.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-89
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, *Adult Educators, *Adult Literacy, *Adult Reading Programs, Basic Skills, *Functional Literacy, *Literacy Education, Program Evaluation, Reading Instruction, Reading Skills, Standards
Identifiers—ERIC Digests, Professionalism

This digest about issues currently being debated in the adult literacy field examines the appropriate goals and objectives for adult literacy education, professionalization of the field, and literacy program evaluation. The first section reflects the disagreement between those who believe the purpose of literacy education should be to support economic development by preparing citizens for employment and for effective performance in a high-productivity economy and those who believe that the purpose of literacy education should relate more to liberating people for intelligent, meaningful, and humane action in the world. In the section on professionalization of the field, the digest discusses a number of factors (the use of volunteer tutors, the need for an integrated system to support professional development, and a lack of consensus about what level of education and training is needed for effective performance) that have converged to direct interest to the professionalism issue during the 1980's. The section on evaluation of adult literacy programs calls for knowledgeable professionals to develop more effective evaluation of literacy programs, but recognizes the difficulty of defining goals for the evaluation of such programs when the purpose and goals for adult literacy in general have not been set. The digest concludes with 12 references. (CML)

ED 308 401 CE 052 836
Kerka, Sandra
Retaining Adult Students in Higher Education. ERIC Digest No. 88.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-88
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Adult Students, *College Environment, Higher Education, Models, *School Holding Power, *Student Attrition, Student College Relationship
Identifiers—ERIC Digests

This document reviews research on the factors affecting the retention of adult students, discusses the relevance of some attrition models for adults, and presents strategies for helping adults adapt to the university and for adapting the university to adults. Reviewing factors affecting retention, the digest says that student characteristics, circumstances, and the educational environment affect adult students' persistence and participation in higher education and suggests that since educators have so little influence over the first two of those factors, they had better concentrate on the third. Among the writers cited are those who believe that educational institutions are "out of sync" with adult students, that many adults attend school for reasons other than obtaining academic degrees (making "degree obtained" an irrelevant measure of persistence), and that institutions have taken three approaches toward adult programs (only one of which places the programs in the mainstream of the institution). The most relevant implications of several retention studies are presented in a review of retention models and adult students. A section on helping adults adapt to the university lists situational factors and psychological influences that affect persistence, as well as services and interventions that can help alleviate problems. The section on adapting the university to adult students lists eight program and instructional strategies to enhance retention and five techniques aimed at making the institutional environment more flexible. Eleven references appear. (CML)

ED 308 400 CE 052 835
Naylor, Michele
Retaining At-Risk Students in Career and Vocational Education. ERIC Digest No. 87.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-87
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Dropout Prevention, *Dropout Programs, Dropout Research, *Dropouts, *High Risk Students, High Schools, *School Holding Power, Student Attrition, Vocational Education
Identifiers—ERIC Digests

This practice-application digest addresses what vocational education can do to reduce the almost 30 percent dropout rate among U.S. students. The first section describes factors that place students at risk, focusing on factors included in the Wisconsin Department of Public Instruction's definition of the term "at-risk." In the next section, the digest cites research that indicates vocational instruction compares favorably to the characteristics of nine model dropout prevention programs; however, vocational educators should motivate at-risk students by shifting their programs from a subject-focused to a career-focused curriculum. The document lists the set of characteristics shared by successful dropout prevention programs and describes two program models (the school-within-a-school program and the integrated learning environment). The key components of successful dropout prevention programs (development of administrative, community, family, and funding support and development of a program geared toward the special needs of at-risk students) and a citation for detailed recommendations in the literature are included. Recommendations for structuring classrooms offer practical advice on teaching style, curriculum, students' learning style, classroom organization and management, and evaluation and assessment. The document includes four references. (CML)

ED 308 399 CE 052 834
Harrison, Cheryl
Career Development in the Workplace. ERIC Digest No. 86.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-86
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Change, *Career Development, *Career Planning, Education Work Relationship, *Employer Employee Relationship, Midlife Transitions, Occupational Aspiration, Organizational Development, Personnel Management, *Professional Development, *Promotion (Occupational)
Identifiers—ERIC Digests

Intended for employers, human resource staff, and adult educators, this digest addresses the purposes of career development programs in the workplace and describes the components of such programs. In the first section, the term career development is defined and labeled as just one component of organizations' human resource management. Eight factors that influence the need for career development are listed. The next section describes each step of the management cycle and states that the steps correspond to career development strategies that help both manager and employee maximize career growth. The next section discusses three distinct phases of the career development process (staffing and orientation, evaluation, and development) from which an employer can choose strategies to create a customized career development system. Guidelines for designing and implementing a career development system are presented in the final section. The digest concludes with four references. (CML)

ED 308 398 CE 052 833
Wagner, Judith O.
Locating Job Information. ERIC Digest No. 85.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-85
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Change, Career Choice, *Career Education, Career Exploration, *Career Planning, Decision Making, Education Work Relationship, *Employment Opportunities, Information Services, *Information Sources, Interest Inventories, Job Applicants, Job Placement, *Job Search Methods, Occupations, Public Libraries, Resumes (Personal), State Departments of Education, Vocational Aptitude, Vocational Education, Vocational Interests
Identifiers—ERIC Digests, *Ohio Career Information System

How to locate information that can be used in career decision making is the subject of this digest. The first section lists the career/occupational information collections generally found in public libraries, including printed resources, information about associations, information about local sources of job information, information on specific careers, information about potential employers, information on special populations, information on job search methods, and sample military and civil service tests. The next section points out that most state departments of education have career information systems that are available to just about anyone and also describes such a system (the Ohio Career Information System). Tips on accessing a state occupational information system are given. The section on school career centers includes information on the holdings of secondary and postsecondary career education or guidance offices. An eight-item annotated bibliography concludes the document. (CML)

ED 308 277 UD 026 899
Ascher, Carol Schwartz, Wendy
School-College Alliances: Benefits for Low-Income Minorities. ERIC/CUE Digest No. 53.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-UD-89-3
Pub Date—89
Contract—RI88062013
Note—4p.; For related document, see UD 026 803.
Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), College Preparation, *College Role, *College School Cooperation, Cooperative Programs, *Disadvantaged Youth, Economically Disadvantaged, High Risk Students, Literature Reviews, Minority Group Children, *Program Design, *School Role
Identifiers—*Collaboratives, ERIC Digests

Despite the proliferation in the last decade of school-college collaboratives designed to help disadvantaged students, a number of unsolved problems about their operation have limited their effectiveness. Schools and colleges collaborate to solve mutual problems in the areas of student development, school improvement, and college improvement. Some of the most common collaborative activities include the following: (1) college-level study in high school; (2) academic counseling; (3) tutoring, mentoring, and skills building; (4) campus tours and contact with college students; (5) summer remedial or college programs; (6) parent involvement programs; (7) teacher development; and (8) curriculum improvement. Current collaboratives stress collegiality and equality in the relationships between the participating schools and colleges. Issues to be considered in the collaboration process include the following: (1) leadership; (2) hands-on participation by partners; (3) funding; and (4) respect for the natural stages of development. Networks of collaboratives can share lessons, give mutual support, and develop models. Among other considerations, the general perception is that school personnel, rather than the disadvantaged students who were the intended beneficiaries, benefit most from collaboration. A list of six references is appended. (FMW)

ED 308 276 UD 026 898

Wells, Amy Stuart

Educating Homeless Children. ERIC/CUE Digest No. 52.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-UD-89-2

Pub Date—89

Contract—RI88062013

Note—4p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Box 40, Columbia University, New York, NY 10027.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, *Educational Needs, Elementary Secondary Education, *Emergency Programs, Equal Education, Federal Legislation, Federal State Relationship, *Homeless People, Literature Reviews, *Student Needs, Urban Education

Identifiers—ERIC Digests, *Stewart B McKinney Homeless Assistance Act 1987

Despite numerous special problems, urban schools are attempting to develop programs to meet the needs of homeless children. National estimates of the number of homeless school-age children range as high as 440,000, at least one-half of whom do not attend school. The Stewart B. McKinney Homeless Assistance Act of 1987 includes a section that addresses the educational needs of homeless children. Its provisions revise school residency and guardianship laws and require states to develop plans to assure that homeless children are provided the same services as other students. The following educational problems are most frequently cited: (1) transportation to and from school; (2) prompt transfer of student records from school to school; (3) incomplete or missing health records; (4) difficulty in assessing the needs of transient homeless students; (5) unavailability of a proper home study environment; (6) low parent involvement; (7) lack of community services to support attendance; and (8) emotional and socialization problems. The following programs could be provided given adequate funding and support: (1) school-shelter liaisons; (2) after school and extended day programs; (3) special tutoring programs; (4) preschool problems; (5) in-school social workers and counselors; and (6) in-service teacher training. A list of six references is appended. (FMW)

ED 308 062 RC 017 162

Howley, Craig B.

What Is the Effect of Small-Scale Schooling on Student Achievement? ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-6

Pub Date—May 89

Contract—RI88062016

Note—3p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Performance Factors, Rural Schools, *School District Size, *School Effectiveness, *School Size, *Small Schools, Socioeconomic Status

Identifiers—ERIC Digests, *Small School Districts

This digest reviews recent evidence of the positive effects of small-scale schooling on student achievement. Historically, larger school size has been viewed as an important educational reform producing cost-effectiveness and educational efficiency. Today, small-scale schooling is found primarily in rural areas and small towns. A 1964 study concluded that small high schools offer students greater opportunities to participate in extracurricular activities and exercise leadership roles. A literature study on the subject from 1924 to 1974 showed most investigators focusing on input variables and recommending increases in school size. However, studies that examined student achievement did not recommend increases in school size. More recently, researchers have turned their attention to outcome variables, such as student achievement, and process variables, such as school climate and instructional leadership. When these studies control for socioeconomic status (SES), they tend to confirm a positive effect of small-scale schooling on student achievement. A 1988 study reports that large school and district size negatively affects student achievement in low SES areas, but positively affects it in high SES areas. Unanswered questions, however, include the use of state data, self-report studies, and other methodological considerations. It is concluded that further research can clarify the ways in which small-scale organization enhances the learning of some students, particularly those from low-SES communities. This digest contains 10 references. (DHP)

ED 308 061 RC 017 161

Strasheim, Lorraine A.

Proficiency-Oriented Foreign Language in the Small High School. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-2

Pub Date—Apr 89

Contract—RI88062016

Note—3p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Distance Education, High Schools, *Language Proficiency, Language Teachers, Rural Schools, *Second Language Instruction, *Second Language Programs, *Small Schools, State Departments of Education

Identifiers—ERIC Digests

This digest considers the problems of foreign language instruction in small high schools and discusses possible solutions. A critical challenge for American education, pointed out by reform reports of the 1980's, is improvement of instruction in foreign languages to instill language proficiency. These national concerns have been translated into policy at the state level, but studies show that most foreign language students are enrolled in French and Spanish with far fewer studying German, Chinese, Japanese, or Russian, all thought to be good choices for students. Staff availability parallels enrollment patterns. Multi-level classes, the scheduling of two or more levels of a foreign language into a single class period, are common in small schools. This creates problems of additional preparation and discipline for teachers and reduced oral language experiences for students. Suggestions are made for administrators to help teachers handle this difficult situation. Many state education agencies and universities are trying to help small schools offer foreign languages through interactive video courses delivered via satellite or microwave transmission. State education agencies are recommended as resources of technical assistance about foreign language programs in small schools. It is concluded that committed teachers are the vital key to both program development and program effectiveness. This digest contains 10 references. (DHP)

ED 308 060 RC 017 160

Luhman, Anna Fundis, Ronald

Building Academically Strong Gifted Programs in Rural Schools. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-3

Pub Date—Apr 89

Contract—RI88062016

Note—3p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academically Gifted, Acceleration (Education), *Access to Education, Advanced Students, *Cooperative Programs, Elementary Secondary Education, Institutional Cooperation, Outreach Programs, *Program Development, Rural Areas, *Rural Education, *Rural Schools, Telecommunications

Identifiers—ERIC Digests

This ERIC Digest discusses relevant issues and alternatives for rural school districts trying to develop strong programs for their most academically talented students. Although rural schools are more often constrained by high costs and material shortages than are urban schools, there are opportunities inherent in the lower teacher-student ratios and higher student involvement typical of small rural schools (Nachtigal, 1982). Programs for gifted students should address substantive academic goals, including: (1) bringing students' achievement closer to full potential; (2) ensuring that gifted students in outlying schools are identified and have access to appropriate services; and (3) improving access to advanced courses for talented high school students. Implementing rural gifted programs requires sensitive work with parents, other rural teachers and administrators, and with institutions other than the school district. A stable staff is necessary to assure rural parents and administrators that gifted programs are important and necessary (Howley, Howley, & Pendarvis, 1986). While rural schools often lack resources needed for comprehensive gifted programs, program development is probably best expanded from an academic/acceleration model over a period of time (Howley, 1986). For elementary students, acceleration can be accomplished within the school through a wide variety of means. Networking with colleagues in a variety of settings can open up new opportunities for teachers and administrators to share resources, develop programs, and improve service delivery. Curriculum can be improved by linking with colleges, laboratories, or performing arts programs through electronic media, computers, and telecommunications networks. This digest offers several resource ideas for rural educators. It contains 10 references. (TES)

ED 308 059 RC 017 159

Howley, Craig

Economic Support for Education in Rural School Districts. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-89-4

Pub Date—Dec 88

Contract—RI88062016

Note—3p.

Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *Educational Equity (Finance), Elementary Secondary Education, Federal Aid, Financial Support, Government Role, Resource Allocation, *Rural Areas, *Rural Education, Rural Schools, Rural Urban Differences, School Districts, Socioeconomic Influences, State Aid

Identifiers—ERIC Digests, Rural Culture

This ERIC digest synthesizes research characterizing the economic climate in which rural schools operate and reports on the traditional strategies used to create greater economic support for rural school districts. The benefits of steady urban economic growth have not been shared, generally, by rural areas; this has led to inadequate financial support for rural schools. While state aid may come via foundation programs, rural disparities have been most consistently reduced in states that adopted power equalization programs that guarantee minimum revenues (Jess, 1980). Federal funds help lessen rural discrepancies, but do not close the gap (Orland, 1988). Further, state and federal contributions often are tied to programs that may be difficult for rural districts to implement. Rural schools have been faulted for inefficiency because their per-pupil expenditures were viewed as being too high, leading to the emerging view that rural and small schools are inherently more expensive. To fund and preserve rural schools, some observers have proposed a typology that accounts for diversity among all school districts (Augenblick & Nachtigal, 1985). It is suggested that government equalization initiatives fail because their mandates impose burdens that are out of scale to their benefits. Many educators overcome rural disparity by addressing the social context within which rural schools operate. The common theme in these approaches is that it is impossible for rural schools to deliver the same services in the same ways as other schools, since the economic support and community will necessary to meet expectations may not exist. This digest includes 10 references. (TES)

ED 308 058 RC 017 158
Howley, Craig B.
The Impact of Rural Industries on the Outcomes of Schooling in Rural America. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-7
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agricultural Production, Economic Development, Educational Trends, Education Work Relationship, Elementary Secondary Education, *Manufacturing Industry, *Mining, *Rural Areas, *Rural Education, Rural Urban Differences, *Socioeconomic Influences
Identifiers—ERIC Digests, *Industry Role

The traditional relationships between rural and urban areas and the changes brought on by specialized rural industries discussed. The digest reviews work that has investigated the impact of farming, manufacturing, and mining on education. The effect of agricultural activity on academic achievement, especially via vocational agriculture programs, has attracted considerable interest. At least one study (Hobbs, 1987) credits vocational agriculture with developing leadership, and entrepreneurial skills among students, suggesting a positive effect of a farming economy on school outcomes. Researchers also report that agriculture offers students the opportunity for part-time work, which seems to have a positive effect on grades (Charner & Fraser, 1988). Part-time farming jobs do not, however, appear to influence students' educational aspirations. The farm crisis of the 1980's may bring significant economic changes in agriculture and subsequent effects on school outcomes. Studies of the Relationship between the growth of manufacturing and school outcomes show mixed results, with at least one study (Rosenfeld, Bergman, & Rubin, 1985) associating a net loss in manufacturing jobs with an increase in educational attainment (years in school). The evidence, however, is hardly conclusive. Studies of student achievement in mining-dependent counties in Appalachia show significant differences between Appalachian and non-Appalachian areas. Although more study is needed, data (Bagby et al., 1985, DeYoung, 1985) suggest that mining economies exert a negative influence on student achievement. It is suggested that more study is necessary to better understand the relationships between education and economic development. This digest includes 10 references. (TES)

ED 308 057 RC 017 157
Olmstead, Kathryn
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-11
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Activities, Cultural Awareness, Cultural Background, *Cultural Education, *Journalism Education, Language Arts, *Student Publications, Writing for Publication, Writing Instruction
Identifiers—Cultural Journalism, ERIC Digests, Foxfire

This digest describes the development of cultural journalism and its place in the contemporary curriculum. In the field of cultural journalism, the traditional skills and values of many different groups are chronicled, defined, for example, by ethnic origin, origin, occupation, or environment. The term "cultural journalism" was first used to describe publications inspired by "Foxfire," a quarterly magazine produced by high school students in rural Georgia. Producing a publicatin such s "Foxfire" teaches not only language arts, but also photography, design, cultural heritage, and business management. The digest examines the forms cultural journalism can take such as courses, magazines, newspapers, or anthologies, as well as videos, tapes, records, and radio and television productions. The scope of cultural journalism is broad, involving students from grade 4 up, many audiences, and subjects from individual family histories to studies of entire states or national groups. Producing such a project provides a practical, tangible reason for students to do academic work. It is concluded that cultural journalism can nurture the mutual appreciation of schools and communities, creating understanding that bridges different ages and cultures. Contains 12 references. (DHP)

ED 308 056 RC 017 156
Monk, David H.
Using Technology To Improve the Curriculum of Small Rural Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-5
Pub Date—Apr 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Computer Assisted Instruction, *Distance Education, Elementary Secondary Education, Interactive Video, *Programed Instructional Materials, Programed Tutoring, Rural Schools, Teaching Machines, Technology, Telecommunications, Telecourses
Identifiers—ERIC Digests

This digest reviews the promise and drawbacks of computerized learning programs and telecommunication technologies for small rural schools. A critical feature of programmed learning packages can be their stand-alone feature. To the extent that such programs do not require the presence or involvement of a trained on-site teacher, they make it relatively easy to enlarge curricular offerings in small rural schools. Discussion also considers two-way interactive instructional television programs which make it possible to join geographically separated students and teachers. This digest describes an ideal situation in which teachers trained as generalists, managers of instructional resources, use stand-alone computer and television programs to provide detailed subject matter expertise. Realization of this ideal hinges on the ability of the teachers and the quality and nature of their training. Thus, substantial changes would have to occur in how teachers in small rural schools are trained. It is concluded that, although the potential to solve small rural schools' curriculum problems is evident, questions about teacher training and development of instructional programs that substitute for on-site teacher expertise remain. Contains 10 references. (DHP)

ED 308 055 RC 017 155
Escamilla, Kathleen
A Brief History of Bilingual Education in Spanish. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-10
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Bilingual Education Programs, *Educational History, Elementary Secondary Education, English (Second Language), Language of Instruction, *Mexican American Education
Identifiers—California, Cuba, ERIC Digests, Florida, New Mexico, Texas

This digest provides a history of American bilingual education in Spanish from the late 1950's onward, to help educators serve Mexican American students. From 1958 to 1968 curriculum reforms influenced by the launch of Sputnik combined with an influx of Spanish-speaking immigrants from Cuba to effect development of bilingual programs in south Florida public schools; such programs were copied in other areas. Successful programs in Florida, Texas, New Mexico, and California led to increased federal interest culminating in pasage, in 1968, of the Title VII Bilingual Education Act. The 1974 Supreme Court decision, Lau v. Nichols, held that school programs conducted exclusively in English denied equal access to education to students who spoke other languages. In 1982, amendment of Title VII legislation gave school districts more flexibility in implementing bilingual programs and offered Title VII projects the option of using English exclusively. Criticism of bilingual programs mounted in the 1980s, however, accompanied by a movement seeking to make English the official language of the nation. This digest suggests that schools must continue to confront the problem of non-English-speaking students in some constructive way. Contains 9 references. (DHP)

ED 308 054 RC 017 154
Sherwood, Topper
Nontraditional Education in Rural Districts. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-89-8
Pub Date—Mar 89
Contract—RI88062016
Note—3p.
Available from—ERIC Clearinghouse on Rural Education and Small Schools, Appalachia Educational Laboratory, P.O. Box 1348, Charleston, WV 25325 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Experimental Colleges, High School Equivalency Programs, Home Schooling, Multicultural Education, *Nontraditional Education, Outdoor Education, *Rural Education
Identifiers—ERIC Digests

Because rural communities have different needs and resources from those found in urban settings, nontraditional education programs provide alternatives to those features of modern mass education that respond primarily to urban needs. This digest looks at a few nontraditional programs and strategies, the problems to which they respond, and the features that make them successful. Rural problems include sparsity of population, motivating minority students toward higher achievement, and meeting the needs of special populations: the handicapped, the gifted, and juvenile offenders. Alternatives examined include setting up free universities in small communities, bilingual and multicultural education programs, rural outdoor education programs, multi-media General Equivalency Diploma (GED) preparation, and home schooling. Generally, the people who create innovative programs are community leaders and parents. Well defined needs, self-starting learners, and cooperation among educational units characterize successful alternative programs. The most important characteristic, however, is that programs be community-based, born of necessity rather than technological expediency. Contains 10 references. (DHP)

ED 307 967 PS 017 944
Fernie, David
The Nature of Children's Play. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-7
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Childrens Games, *Developmental Stages, Guidelines, Infants, Parent Role, *Play, *Pretend Play, *Sensory Experience, Teacher Role, Toddlers
Identifiers—ERIC Digests

This ERIC Digest discusses children's play and its relationship to developmental growth from infancy to middle childhood. Discussion focuses on: (1) sensorimotor play in which infants and toddlers experiment with bodily sensation, motor movements, objects, and people; (2) pretend play in which children carry out action plans, take on roles, and transform objects as they express their ideas and feelings about the social world; and (3) games with rules which usually involve two or more sides, competition, and agreed-upon criteria for determining a winner. Concluding discussion suggests ways in which educators and other adults can support children's play. (RH)

ED 307 656 EA 020 561
Klauke, Amy
Drug Testing. ERIC Digest Series Number EA 35.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI-88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free; $2.50 handling charge with each order).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compliance (Legal), *Drug Abuse, Drug Education, *Drug Legislation, *Drug Use, *Drug Use Testing, Elementary Secondary Education, *Legal Problems, Legislation, Public Schools, School Law, Student Attitudes
Identifiers—ERIC Digests

The issue of drug testing is the focus of this ERIC Digest. Several aspects of drug testing discussed in question-and-answer format: (1) What is the current status of drug use in the schools? (2) What legal questions arise when schools consider drug testing? (3) How might drug testing be applied in a fair, economical, and legally safe manner? (4) How might drug testing affect student attitudes? and (5) What are some alternatives to drug testing in the schools? Appended are 9 references. (SI)

ED 307 616 CS 211 743
Herrmann, Andrea W.
Teaching Writing with Peer Response Groups. Encouraging Revision. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 89
Contract—RI88062001
Note--5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Cooperative Learning, Peer Evaluation, *Peer Teaching, *Revision (Written Composition), Secondary Education, Writing Evaluation, *Writing Instruction, Writing Research
Identifiers—*Collaborative Learning, Collaborative Writing, ERIC Digests

Writing instruction reflects a growing appreciation of the value of talk. By implementing peer writing groups, teachers encourage students to give, seek, and react to oral feedback among themselves as they write, in addition to reacting to the teacher's traditional comments on finished papers. Collaboration in writing groups provides writers with an opportunity to read their drafts aloud and to discuss them face-to-face with a peer audience while the written product is taking shape. Studies of peer reaction show both positive and negative effects on revision. Preliminary evidence suggests that the nature of peer collaboration and feedback in classrooms where computers are used to teach writing differs from that in regular writing classrooms. Under certain conditions, computers as writing tools appear to promote a collaborative environment, both in learning to write and in learning to use the technology. The literature suggests that the effects of peer comments on revision is not a simple cause and effect matter, but rather a complex one, dependent upon the interrelationship of multiple factors within the evolving social environment of particular classrooms and groups of students. (Twenty-eight references are appended.) (MS)

ED 307 609 CS 211 655
Frankenbach, Charlie
Teaching Poetry: Generating Genuine, Meaningful Responses. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 89
Contract—RI88062001
Note—5p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Critical Reading, Critical Thinking, Elementary Secondary Education, *English Instruction, *Poetry, *Reader Response, Teaching Methods
Identifiers—ERIC Digests

Although many teachers force-feed the "meaning" of poetry to puzzled students or teach poetry by way of dissecting poetic techniques, more productive approaches to the study of poetry exist, as reflected in the literature in the ERIC database. Units of study can be organized around particular kinds of inquiry instead of around a literary genre or the themes of particular pieces. Readers can approach a poem by asking, "What does this say?" or "What does it matter?" Poetry can also sharpen thinking skills and teach children to deal with propaganda. In adult literacy education, the ambiguity of some poetry allows adult students to explore language in a non-threatening manner, since it invites unique explications rather than finding a right answer. The study of poetry can also be a suitable preparation for the study of law by teaching students to analyze language, recognize ambiguity, and develop consistency in interpretation–skills needed in the study of law. All of these approaches promote instruction that places responses to poetry within the control of students, who might shy away from poetry under teachers who lecture, quiz, and dictate a poem's meaning and significance. (MM)

ED 307 222 SO 020 118
Harf, James E.
National Security in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-4
Pub Date—Jun 89
Contract—RI88062009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Curriculum Development, High Schools, *History Instruction, Instructional Improvement, International Relations, *National Security, *Political Issues, Political Science, Social Studies
Identifiers—ERIC Digests

Education about national security has always been part of the social studies curriculum in U.S. high schools. But its focus has been simply chronological and episodic with major attention given to war, particularly the decision to enter it and the conduct of U.S. military forces. Little attention has been given to the evolution and structural arrangements of this nation's security, the underlying global and national premises for maintaining security, and the basic context in which security has been achieved. This ERIC digest treats (1) the meaning of national security, (2) the rationale for including it in the curriculum, (3) entry points for its inclusion, (4) the challenges to such education, and (5) the criteria for education about national security. A 14-item bibliography is included. (GEA)

ED 306 960 IR 052 745
Ormondroyd, Joan
Course Integrated Library Instruction. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-IR-88-8
Pub Date—Dec 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Assignments, *College Curriculum, College Faculty, *College Libraries, *College Students, *Course Integrated Library Instruction, Higher Education, *Library Skills
Identifiers—ERIC Digests, *Librarian Teacher Cooperation

More librarians are finding ways to integrate library instruction into existing courses in a manner that makes library resources and the methodology for finding them an essential and basic component of the courses. Course-integrated instruction requires close cooperation between the librarian and the instructor and subject expertise on the part of the librarian. Such cooperation normally grows out of course-related instruction. Whatever the assignment given, its goal should be to introduce students to a wide span of library resources and to make them comfortable in using these sources. Course-integrated instruction permits library research at a deeper level which allows for a more cognitive approach to research methodology. However, this type of library instruction is also time consuming for the librarian involved in the instruction, who may have to meet with the instructor several times and grade the library assignment. Nevertheless, as libraries continue to grow and become more complex, the demands for such instruction will increase, and academic librarians must be prepared to meet them. (9 references) (EW)

ED 306 944 IR 013 788
Janis, Jane Klausmeier
Accessing ERIC with Your Microcomputer: Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-IR-88-9
Pub Date—Dec 88
Contract—RI88062008
Note—3p.; This ERIC Digest is an update of ED 270 100.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210-2340 (free while supply lasts).
Pub Type— Guides - General (050) — Reports - Descriptive (141) — ERIC Information Analysis-Products (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Software, Databases, *Microcomputers, *Modems, *Online Systems, *On-

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line Vendors, Telecommunications
Identifiers—*Communications Software, *ERIC, ERIC Digests

This digest describes how to use a microcomputer as a terminal to access ERIC online. Hardware and software requirements are explained, configuring the software is described, and basic requirements for specific microcomputers are listed. One diagram is included. (EW)

ED 306 602 CS 211 854
Alex, Nola Kortner
Literature as Lessons on the Diversity of Culture. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Cross Cultural Studies, *Cultural Awareness, Cultural Differences, *Cultural Education, *Cultural Pluralism, Elementary Secondary Education, Higher Education, *Literature Appreciation
Identifiers—ERIC Digests, *Ethnic Literature

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a recent survey of the most widely assigned literary works in high schools found that the high school canon changed very little between 1963 and 1989. The ERIC database provides several resources for administrators and teachers who wish to offer their students varied literary and cultural experiences. The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. The general theme of multi-ethnic literature can be simple: diversity. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. (MM)

ED 306 554 CS 009 652
Tama, M. Carrol
Critical Thinking: Promoting It in the Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, *Critical Thinking, Discussion (Teaching Technique), Literature Reviews, *Metacognition, Student Needs, *Teacher Education, *Teacher Improvement, Teaching Methods
Identifiers—ERIC Digests, *Thinking Skills

A number of researchers argue that the classroom must nurture an environment providing modeling, rehearsal, and coaching, for students and teachers alike, to develop a capacity for critical thinking. Despite the difficulties, many teachers are now promoting critical thinking in the classroom. They are (1) promoting critical thinking by infusing instruction with opportunities for their students to read widely, to write, and to discuss; (2) frequently using course tasks and assignments to focus on an issue, question, or problem; and (3) promoting metacognitive attention to thinking so that students develop a growing awareness of the relationship of thinking to reading, writing, speaking, and listening. (RS)

ED 306 552 CS 009 650
Powell, Janet L.
How Well Do Tests Measure Real Reading? ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 89
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Construct Validity, Elementary Education, Metacognition, Reading Comprehension, Reading Diagnosis, *Reading Processes, *Reading Research, *Reading Tests, *Testing Problems
Identifiers—ERIC Digests, Reading Behavior

Despite a significant increase in test usage, numerous issues surrounding reading assessment remain unresolved. Construct validity–whether the test actually measures aspects of the behavior under consideration–is of particular importance if one is to rely on test scores to direct instruction, predict performance, or determine accountability. A slow but continually emerging trend to recognize reading as a thinking process has been at the core of the controversies over the validity of various forms of reading assessment. Virtually all methods of assessing reading are indirect, even those that claim to directly assess reading processes. The product of reading should, however, reflect the process the test-taker uses to generate the responses that produce a reading comprehension test score. A reader's awareness of thought processes involved in reading has recently been called "metacognition," and test designers are now including items that supposedly measure this. The as yet limited research on the metacognitive aspects of reading has indicated that multiple-choice tests and written retellings have construct validity. While the scores (products) of these tests may not reveal direct information about the processes students use to complete them, the tasks do appear to involve mental processes that have long been associated with reading. (MM)

ED 306 337 UD 026 750
Second-Chance Opportunities for Hispanic Dropouts. ERIC/CUE Digest No. 50.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Programs, Disadvantaged Youth, *Dropouts, Economic Opportunities, Education Work Relationship, *Employment Opportunities, Family Financial Resources, *High Risk Persons, *Hispanic Americans, *Job Training, Limited English Speaking, Nontraditional Education, Social Services, Urban Problems, Work Experience Programs, Youth Employment
Identifiers—Job Training Partnership Act 1982

Hispanic-American dropouts are a population seriously at risk socially and economically in the United States. A recent study by the Hispanic Policy Development Project (HPDP), "Too Late to Patch: Reconsidering Second-Chance Opportunities for Hispanic and Other Dropouts," suggests a number of programs that can benefit the 1.8 million Hispanic youths between the ages of 18 and 24 who have left school without adequate preparation for entry into the workforce. This digest summarizes that study. The HPDP study finds that Hispanic dropout populations are concentrated in inner cities, where unskilled labor opportunities are declining, and that language problems and preparedness to accept underemployment further complicate the problem. Many second-chance job training programs, such as the Job Partnership Training Act of 1983, are underfunded and over-restrictive; enriched, long-term employment programs, on the other hand, have been found to succeed. "Too Late to Patch" recommends the following strategies to address the special training needs of Hispanic dropouts: (1) programs for adults with families; (2) youth programs for recent dropouts; (3) work study programs; (4) immigrant programs; and (5) programs for parents. Changes in the kinds of jobs available to Hispanic American youth can be effected through the following initiatives: (1) government programs; (2) job ladder programs; (3) public works programs; (4) entrepreneurship programs; and (5) job improvement. (AF)

ED 306 329 UD 026 732
Ascher, Carol
Southeast Asian Adolescents: Identity and Adjustment. ERIC/CUE Digest No. 51.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—89
Contract—RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Acculturation, *Adjustment (to Environment), *Adolescents, Asian Americans, Bilingual Teachers, Ethnic Bias, *Ethnicity, Limited English Speaking, Parent Participation, Peer Influence, Psychological Needs, *Refugees, *Stress Variables, Youth Problems
Identifiers—ERIC Digests, *Immigration Impact, *Southeast Asians, United States

This digest reviews the issues of identity and adjustment faced by adolescent Southeast Asian refugees in the United States. Most teenagers from all the Southeast Asian ethnic groups have adopted the dress, hairstyles, and manners of American teenagers, yet their ethnic identity remains strong and specific. This is particularly true for refugees who arrived in the United States as adolescents; they rarely make friends with American students, and have few cross-ethnic friendships with other Southeast Asians. Refugee teenagers are operating out of the following often conflicting identity systems: (1) Southeast Asian; (2) American; (3) refugee; and (4) adolescent. Refugees who migrated after the age of 11 have suffered particular stress. Despite their reputation for having positive attitudes toward education, not all Southeast Asians are excelling academically, because of both school-induced problems and discipline problems. The significant influx of Asian immigrants and refugees over the past decade has led to anti-Asian sentiments, and even acts of violence. Peer pressure on immigrant students is even greater than on the American-born, but school counselors and teachers can help. Parent involvement is also helpful, but it requires bilingual personnel. Refugee adolescents often manifest problems in typically American ways, but the underlying causes of their problems are rooted in their pre-immigration, migration, and post-migration experiences. The stress of their adjustment continues to be great long after their survival needs are met. A 10-item list of references is included. (BJV)

ED 306 328 UD 026 731
Schwartz, Wendy
More Recent Literature on Urban and Minority Education. ERIC/CUE Digest No. 49.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—OERI-RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Book/Product Reviews (072)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Acculturation, Adjustment (to Environment), *Blacks, Black Youth, Book Reviews, Civil Liberties, Elementary Secondary Education, Ethics, Ethnic Bias, *Immigrants, Interpersonal Communication, *Males, Minority Groups, *Racial Bias, Racial Discrimination, *School Business Relationship, Social Cognition, *Urban Education, Urban Population, Urban Problems, Youth Problems

This document reviews the following books on urban and minority education: (1) "Communicating Racism: Ethnic Prejudice in Thought and Talk" (Teun A. van Dijk), which discusses the ways that prejudice and negative stereotypes are conveyed in discourse and then socially reproduced in everyday thought, talk, and action; (2) "American Business and the Public School: Case Studies of Corporate Involvement in Public Education" (Marsha Levine and Roberta Trachtman, Eds.), which presents case studies that provide a good cross-section of local environments, school agendas, and business efforts that can define and help determine the success of the school-business relationship; (3) "Human Rights and Education" (Norma Bernstein Tarrow, Ed.), which contains 13 essays that address both the universal right to be educated, and education abut human rights; (4) "Young, Black, and Male in America: An Endangered Species" (Jewell Taylor Gibbs, Ed.), which contains essays discussing the social and economic plights that beset young, black, mostly urban males; and (5) "Urban Ethnicity in the United States: New Immigrants and Old Minorities" (Lionel Maldonaldo and Joan Moore, Eds.), which contains essays that describe the new immigrant population, indicate how the population has been integrated into existing American society, and assess the impact of new immigrants on institutions and on the areas where they locate. (BJV)

ED 306 327 UD 026 730
Webb, Michael Bunten, Paul
Promotion Policies in the Urban High School. ERIC/CUE Digest No. 48.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Policy, *Competency Based Education, *Educational Policy, Equal Education, Grade Repetition, *Graduation Requirements, *High Schools, Policy Formation, *Student Promotion, Track System (Education), Urban Education, *Urban Schools
Identifiers—ERIC Digests, Social Promotion

A school's promotion policy is an integral component of its overall educational policy. In conjunction with achievement goals, it defines the levels of performance that permit students to move through grade levels and to graduate. This digest reviews the various promotion policies and practices in current use by secondary schools, particularly those in urban areas. The following strategies are commonly used by high schools to move students toward graduation: (1) social promotion; (2) tracking; and (3) merit promotion. More than 40 states–and most urban school districts–have implemented minimum competency criteria for high school education. But competency-based promotion, which relies upon a committed and aggressive administration, may have created a new class of dropouts in school districts where it has been adopted. Grade retention and compulsory summer school appear to be the most common alternatives to promotion. However, grade retention is expensive and may be racially and socioeconomically biased. Many urban school districts require the completion of a minimum number of credits, including certain prescribed courses and sometimes electives, as a condition for the award of a high school diploma. Districts vary in their policies regarding special needs students who are not able to meet the minimum requirements for graduation, including students in special or vocational education. Six issues to be considered while assessing and developing promotional policies are identified. A six-item list of references is included. (BJV)

ED 306 326 UD 026 729
Ascher, Carol
The Mentoring of Disadvantaged Youth. ERIC/-CUE Digest No. 47.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Counseling, *Disadvantaged Youth, *Mentors, Program Development, Program Effectiveness, Psychological Needs, Role Models, Socialization, Trust (Psychology), *Youth Programs
Identifiers—*Adult Child Relationship, ERIC Digests

Planned mentoring programs, which purposefully link disadvantaged youth with someone older and more experienced, have become a popular means of providing adolescents with adult contacts, counselors, and role models. Mentoring programs vary widely in their objectives, and in the duration, frequency, and intensity of the planned relationship. The quality of mentoring relationships differs enormously. Mentors help compensate for inadequate or dysfunctional socialization or give psychological support for new attitudes and behaviors, while they at the same time create opportunities to move successfully in new arenas of education, work, and social life. Mentoring includes both psychosocial and instrumental aspects. Successful mentoring generally occurs when the older individual is not removed from the mentee by a great social distance; but matching mentors and mentees of the same social class and gender is not the only way to close social distance. Sensitive support, timely contacts, and other appropriate resources are the key factors. Trust is a critical aspect of the mentor-mentee relationship. It is likely that the bonds between natural mentors and mentees are stronger. Planned mentoring is a modest intervention: its power to substitute for missing adults in the lives of youth is limited. Nor can it serve all who need it. Still, it can improve the social chances of some adolescents by leading them to new resources and providing them with much-needed support. (BJV)

ED 306 008 PS 017 923
Moran, James D., III
Creativity in Young Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-6
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creativity, Definitions, *Parent Role, *Teacher Role, *Teaching Methods, *Young Children
Identifiers—ERIC Digests

This ERIC Digest explores factors that affect creativity in children and techniques for fostering this quality. The need to study creativity and the definition of creativity within a developmental framework are also discussed. Six ways adults can encourage children's creativity are listed. It is pointed out that adults can encourage creativity by emphasizing the generation and expression of ideas in a non-evaluative framework, and by concentrating on both divergent and convergent thinking. Adults can also try to ensure that children have the opportunity and confidence to take risks, challenge assumptions, and see things in a new way. (RH)

ED 306 003 PS 017 918
Lyman, Lawrence Foyle, Harvey C.
Cooperative Learning Strategies and Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-88-5
Pub Date—88
Contract—RI88062012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Learning, *Early Childhood Education, Educational Practices, *Outcomes of Education, *Teaching Methods
Identifiers—ERIC Digests

This ERIC Digest discusses reasons for using cooperative learning approaches in preschool centers and primary school classrooms, ways to implement the strategy, and the long-term benefits for children's education. It is pointed out that early childhood educators can use many of the strategies currently used to encourage cooperation and interaction in older children. Ten basic steps for the successful implementation of cooperative learning activities are listed. (RH)

ED 305 829 FL 017 974
Barnett, Marva A.
Teaching Reading in a Foreign Language. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Techniques, *Directed Reading Activity, Reading Comprehension, *Reading Strategies, *Schemata (Cognition), Second Language Instruction, Teacher Role, Transfer of Training
Identifiers—ERIC Digests, Postreading Activities, Prereading Activities

Research on second language learning has found similarities between the reading strategies of first and second language readers. These findings are being applied by second language instructors and researchers in reading classrooms through a variety of strategy-use activities. Most foreign language reading specialists view reading as interactive because the reader interacts with the text to create meaning. Both content schemata (background knowledge about the cultural orientation or content of a passage) and formal schemata (reader expectations about how pieces of textual information will relate to each other) influence the reader's comprehension of a passage. The instructor's role is to recognize that all reading strategies will not be equally effective with all students, and to help the reader identify such effective reader strategies as skimming, scanning, guessing word meanings, summarizing, and taking risks. To encourage students to use effective strategies when reading in a second language, the teacher can develop simple exercises at each of the four stages of reading: (1) prereading; (2) while reading; (3) postreading; and (4) follow-up. (VL)

ED 305 497 CE 052 235
Halasz, Ida M.
Evaluation Strategies for Vocational Program Redesign. ERIC Digest No. 84.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-84
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Change, *Evaluation Methods, Evaluation Problems, Evaluation Utilization, Postsecondary Education, *Program Design, *Program Evaluation, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Much of the evaluation of vocational education at the state and local levels has been conducted in response to federal legislation. Although some of the evaluative information has been useful for program improvement, much has been collected only for compliance with federal and state mandates. The educational reform movement has prompted school officials to turn to evaluation to answer questions about redesigning their vocational programs despite criticism about the usefulness of evaluation strategies and results. Research on school effectiveness and program improvement indicates that if desired change or redesign is to occur, school culture and stakeholders' needs must be considered in the evaluation. McKinney's model for evaluating vocational education includes these main activities: framing evaluation problems, interpreting dynamics of problems, and overcoming problems. Starr's evaluation method increases the relevance of vocational education offerings in meeting employment needs of students, employers, and labor market areas. This model incorporates the use of both quantitative data and explicit value judgments for comparing and ranking ongoing programs. According to Sirotnik, valid information about the ongoing schooling process should be collected. Microcomputers have added to the evaluation process the advantage of ease in storing, analyzing, and reporting the information collected. (12 references) (YLB)

ED 305 496 CE 052 234
Imel, Susan Kerka, Sandra
Labor Market Information and Career Decision Making. ERIC Digest No. 83.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-83
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, Career Education, Career Guidance, Computer Networks, Decision Making, Delivery Systems, Demography, *Employment Patterns, Guides, *Information Networks, Information Seeking, *Labor Market, *Occupational Information
Identifiers—ERIC Digests

Labor market information (LMI) describes the interaction between occupations and employers. Three major components make up LMI: economic or labor force information, occupational information, and demographic information. Various agencies, including federal departments and state employment security agencies, compile LMI. A guide to the information is the network of the National Occupational Information Coordinating Committee and the State Occupational Information Coordinating Committees. The three most common types of LMI classification (and the major federal publications that use them) are by occupation (Dictionary of Occupational Titles, Standard Occupational Classification Manual, and Guide for Occupational Exploration), by industry (Standard Industrial Classification Manual), and by instructional program (A Classification of Instructional Programs). Criteria to assess the quality of sources of LMI include reliability, comprehensiveness, timeliness, and credibility of the developer. Resources to help teachers and counselors make better use of LMI in career decision making include "A Training Handbook for Using Labor Market Information in Career Exploration and Decision Making: A Resource Guide," "Career Information in the Classroom: Workshop Guide for Infusing the Occupational Outlook Handbook," and "Improved Career Decision Making through the Use of Labor Market Information Trainer's Guide." (YLB)

ED 305 495 CE 052 233
Imel, Susan
Teaching Adults: Is It Different? ERIC Digest No. 82.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-82
Pub Date—89
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Adult Students, *Age Differences, *Andragogy, *Cognitive Style, Educational Research, *Learning Strategies, Teacher Attitudes, *Teaching Methods
Identifiers—ERIC Digests, Knowles (Malcolm S)

Malcolm Knowles is attributed with developing the most cogent model underlying the assumption that teaching adults should differ from teaching children and adolescents. His andragogical model is based on the premise that adult learning differs from preadult learning. Two studies have examined whether teachers do actually use a different style when teaching adults. Respondents in both studies reported they spend less time on discipline and giving directions, provide less emotional support, structure instructional activities less tightly, and vary teaching techniques more. Follow-up classroom observations in one study did not verify the self-reported differences in teaching behavior. That study did find that a nontraditional, less-formal room arrangement did lead to the use of a more student-centered approach; teachers with more formal training in adult education tended to use student-centered approaches the least; and the more flexible and responsive teachers were less experienced, female, secondary-level, and those who taught personal enrichment classes. Some considerations for practice emerged from the studies: determine the purpose of the teaching-learning situation, provide opportunities for teachers to practice learner-centered methods, and select teachers on the basis of their potential to provide learner-centered instructional settings. (YLB)

ED 305 494 CE 052 232
Kerka, Sandra
Communications Technologies in Adult, Career, and Vocational Education. ERIC Digest No. 81.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-81
Pub Date—89
Contract—RI88062005
Note—3p.; Updates ED 240 395.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Audiovisual Communications, *Career Education, Career Guidance, *Communications, Delivery Systems, Distance Education, *Educational Technology, *Information Technology, Postsecondary Education, Secondary Education, Telecommunications, *Vocational Education
Identifiers—ERIC Digests

The rapidly developing communications technologies (CT) have the potential to deliver education to more learners in more satisfactory ways. CT may overcome barriers to student participation in adult education, enable career educators to provide a higher level of career guidance to greater numbers, and facilitate currency in vocational preparation. Delivery modes include video, audio and audiographic, and computer. Examples of CT uses in adult, career, and vocational education are the AgriData Network, Instructional Television Fixed Service, Ohio State University's Cooperative Extension Service's microwave transmission to operate a television classroom, and several electronic networks. Various studies have researched the instructional effectiveness of CT. Findings indicate that instruction involving CT is most effective when the instruction is "high touch" and interactive, students are prepared in advance, students understand supplemental materials, and the instruction does not imitate face-to-face teaching. CT can increase access to learning opportunities and more and better information sources, be individualized to meet student needs, and enhance immediacy while saving time and money. However, concerns about the effects of CT include equity of access, ethics, quality of instruction, effect on learning, and accommodation of different learning styles. (13 references) (YLB)

ED 305 493 CE 052 231
Naylor, Michele
Implications of Research on Displaced Workers. ERIC Digest No. 80.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-CE-89-80
Pub Date—89
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Community Colleges, *Dislocated Workers, *Employment Programs, Job Layoff, Job Search Methods, *Outplacement Services (Employment), Postsecondary Education, *Program Development, Program Implementation, Reduction in Force, *School Role, Structural Unemployment, *Unemployment
Identifiers—ERIC Digests

Worker displacement is more closely related to structural features associated with firms than to the characteristics of the individuals who lost their jobs. Despite economic growth, large numbers of displaced workers continue to experience difficulty in making labor market adjustments. Programs to retrain and reemploy displaced workers exist at all levels of government and in the private sector. The most successful programs in the private sector are those that emphasize reemployment rather than retraining. Two common elements of successful state-level programs are active cooperation of labor and management and a broad range of services. Recommendations to strengthen the capacity of educational institutions to serve the needs of displaced workers include the development of programs that are comprehensive in design, are closely linked with private and public agencies, and have program administrators who work closely with local employers and who are aggressive in promoting and marketing services. Program leaders should encourage employers to give advance notice of impending layoffs or plant closures, aggressively seek opportunities to provide training services to companies, and establish a fast response mechanism. Programs should include a strong job development component and establish mechanisms for early linkage with companies and postprogram follow-up linkage with displaced workers. (YLB)

ED 305 325 SO 020 057
Weston, David
Teaching about Inner Asia. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-3
Pub Date—Apr 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Asian Studies, *Curriculum Development, Elementary Secondary Education, Foreign Countries, Instruction, *Social Studies, *Teaching Methods
Identifiers—*Asia (Central), ERIC Digests

This ERIC Digest discusses: (1) reasons for learning about Inner Asia; (2) how to include Inner Asia in the curriculum; and (3) strategies for teaching about Inner Asia. U.S. students have difficulties in interpreting current events that occur in this region, because they lack knowledge of the history, geography, and cultures of Inner Asia. This digest provides a brief description of Inner Asia's characteristics and considers methods of integrating the study of Inner Asia into elementary and secondary school social studies curriculums. Selected teaching strategies include the use of: (1) newspapers; (2) various Asian cultures' comparisons; (3) arts, crafts, music, and literature sources; (4) map exercises; (5) biographical studies of Inner Asian heroes; and (6) classroom instruction on the effects of various political systems, such as communism, socialism, or nationalism, on the peoples of Inner Asia. Fourteen references and ERIC resources are included. (JHP)

ED 304 819 EC 212 509
Manfredini, Dianne
Down Syndrome. ERIC Digest #457.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062207
Note—3p.
Available from—Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091-1589 ($1.00 each, minimum order $5.00 prepaid, product no. 457).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, *Downs Syndrome, Elementary Secondary Education, Etiology, Incidence, *Individual Characteristics, Preschool Education
Identifiers—ERIC Digests

This information sheet briefly describes the history of the identification of Down Syndrome, its prenatal diagnosis, characteristics of individuals with Down Syndrome, its causes, its rate of occurrence and recurrence, its impact on child development, and recommended content of education programs for children with Down Syndrome. A list of seven organizational and bibliographic resources is included. (JDD)

ED 304 635 CG 021 509
Loesch, Larry C.
Assessing Counselor Performance. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communication Skills, Counselor Characteristics, •Counselor Evaluation, •Counselor Performance, •Evaluation Criteria, •Evaluation Methods, Outcomes of Treatment
Identifiers—ERIC Digests

This digest discusses several major issues in the area of assessment of counselor performance, looking at the need for counselor assessment, areas of assessment in counselor performance, evaluation methods, evaluators, and the time of assessment. Several recommendations are made for more effective assessment of counselor performance. (NB)

ED 304 634 CG 021 508
Anderson, Mary
Counseling Families from a Systems Perspective. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Counseling Techniques, •Counseling Theories, •Family Characteristics, •Family Counseling, Family Problems, •Systems Approach
Identifiers—ERIC Digests

This digest briefly reviews theoretical models for counseling dysfunctional familes, then discusses the use of systems theory in counseling families. It lists the characteristics of a dysfunctional family, explains family systems intervention, discusses the goals of family treatment, and describes several family systems counseling techniques. (NB)

ED 304 633 CG 021 507
Walz, Garry R.
Marketeer: New Role for Career and Placement Specialists. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Career Planning, •Counselor Role, •Delivery Systems, Human Services, •Marketing, •Placement
Identifiers—ERIC Digests

This digest discusses the importance of marketing in the field of career planning and placement. It explains the use of marketing techniques in counseling and the human services, lists major relevant marketing concepts, and provides a marketing list for career planning and placement counselors. (NB)

ED 304 632 CG 021 506
Gysbers, Norman
Career Development: The Contemporary Scene and the Future. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Career Development, Developmental Stages, Elementary Secondary Education, •Futures (of Society), •History
Identifiers—ERIC Digests

This digest examines the meanings of career development which have evolved since the 1950s; discusses the diversity of programs, tools and techniques in career development today; and explores future trends in the field. It discusses expanding populations and settings for career development, examines career development in the schools and with adults, and concludes that career development is a life-span phenomenon. (NB)

ED 304 631 CG 021 505
Bleuer, Jeanne C.
Counseling Underachievers: A Comprehensive Model for Intervention. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[88]
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Counseling Techniques, •Counselor Role, Elementary Secondary Education, Group Counseling, Individual Counseling, Models, •School Counselors, Student Problems, •Underachievement
Identifiers—ERIC Digests

This digest uses an analysis of underachievement literature from the Educational Resources Information Center (ERIC) database to develop a comprehensive model for improving counseling interventions with underachievers. It discusses a redefinition of the school counselor's role, describes the model itself, and suggests uses of the model in both individual and group counseling. (NB)

ED 304 630 CG 021 504
Purkey, William W.
An Overview of Self-Concept Theory for Counselors. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Counselor Role, •Individual Development, Influences, •Self Concept, •Theories
Identifiers—ERIC Digests

This overview of the self-concept theory describes how people organize and interpret their personal existence. It discusses the beginnings and recent history of the self-concept theory, and presents three major qualities of self-concept: that it is learned, organized, and dynamic. It asserts that individuals have relatively boundless potential for developing a positive and realistic self-concept. (NB)

ED 304 629 CG 021 503
Mosser, John W.
Issues and Trends in Career Planning and Placement. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Career Planning, •Computer Oriented Programs, •Marketing, •Placement, •Population Trends, Trend Analysis, Videotape Recordings
Identifiers—ERIC Digests

This digest discusses five major issues and trends that significantly affect career planning professionals: (1) changing demographics; (2) the increasing role of computers in career planning; (3) a new orientation to international employment; (4) video tape technology; and (5) an increased emphasis on marketing. (NB)

ED 304 628 CG 021 502
LaChance, Laurie
Alcohol and Drug Use among Adolescents. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Adolescents, •Drinking, •Drug Use, Elementary Secondary Education, Identification, Incidence, •Prevention, •School Role, •Substance Abuse
Identifiers—ERIC Digests

This digest describes the incidence of alcohol and drug use among adolescents, the causes of substance abuse, and theories of sequential drug use. It discusses the role of the school in substance abuse prevention and intervention activities, providing several recommendations for planning prevention programs. (NB)

ED 304 627 CG 021 501
Hansen, Sunny Harless, Deb
Sex Equity in Guidance and Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Attitude Change, •Change Agents, •Counselor Attitudes, •Counselor Role, Elementary Secondary Education, School Counselors, •Sex Bias, Sex Role, Social Change, •Student Attitudes, Trend Analysis
Identifiers—ERIC Digests, •Sex Equity Coordinators

This document highlights progress in sex equity over the past 15 years, examines the current status and trends, and describes the role of counselors and educators as change agents in reducing sex bias. (NB)

ED 304 626 CG 021 500
Hoover, Robert M.
Counselors' Use of Tests: Process and Issues. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Testing, Confidentiality, •Counseling Techniques, Counselor Qualifications, •Ethics, Scores, •Test Interpretation, Test Selection, •Test Use
Identifiers—ERIC Digests

This digest on test uses in counseling discusses the selection, administration, and scoring of tests; the interpretation of test results; and communication of results to clients. It examines such issues in testing as confidentiality, counselor preparation, client involvement in the testing process, computerized testing, and ethics. (NB)

ED 304 625 CG 021 499
Hayden, Thomas C.

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College Counseling in Independent Schools. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admissions Counseling, *College Admission, College Preparation, College School Cooperation, *Counselor Role, Higher Education, High Schools, *Private Schools, School Counseling, *School Counselors
Identifiers—ERIC Digests

This digest examines the role of the school counselor in independent schools. It describes the counselor as an analyst who understands the pressures of college admissions, an advocate for the school's college-bound students, an advisor to parents, at times a classroom teacher, and an intermediary between schools and colleges. (NB)

ED 304 624 CG 021 498
Goodman, Jane Hoppin, Judith
Adult Career Counseling–New Clienteles. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062011
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, *Career Counseling, Client Characteristics (Human Services), Counseling Techniques, *Counselor Role, *Dislocated Workers, *Dual Career Family, *Older Adults, Personnel Policy
Identifiers—ERIC Digests

This digest examines the role of adult career counselors in working with three new types of clients: (1) older adults looking for post-retirement careers; (2) displaced workers; and (3) dual career couples. It also considers the role of career counselors in providing career development programs at the worksite. Additional skills needed by counselors to function effectively in these new roles are discussed. (NB)

ED 304 498 UD 026 675
Ascher, Carol
Grade Retention: Making the Decision. ERIC/-CUE Digest No. 46.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—R188062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Black Students, *Curriculum Development, Elementary Secondary Education, Equal Education, *Ethnic Groups, *Grade Repetition, Hispanic Americans, Literature Reviews, Minority Group Children, Nontraditional Education, Potential Dropouts, *Student Characteristics, *Student Promotion

Decisions about whether to promote a student should be made on a variety of both academic and social grounds, and the curriculum should be restructured to meet the student's needs if retention is chosen. As with other academic/punitive measures, poor Blacks and Hispanics tend to be retained disproportionate to their numbers because minorities are likely to be perceived as low-achieving and/or troublesome students. Negative effects of retention include the following: (1) no short- or long-term improvement in academic achievement; (2) stigma; (3) low self-esteem; (4) lack of interest in extracurricular activities; (5) waning motivation; and (6) increased chance of dropping out at a later age. Retention has been found to be beneficial when used with immature elementary students in the early grades, who are not opposed to being retained, and whose parents support the decision. Student characteristics to consider in determining retention include the following: (1) chronological age; (2) present grade; (3) knowledge of English; (4) previous retentions; (5) age/grade difference between siblings; (6) estimate of intelligence; (7) history of learning disabilities; and (8) attitude toward retention. Effective curricula for students who have failed include the following: (1) promotion with remedial instruction; (2) transitional classes with other failed or at-risk students; (3) retention with remediation; (4) partial promotion and summer school; and (5) special education. A list of 14 references is included. (FMW)

ED 304 497 UD 026 674
Ascher, Carol
Urban School/Community Collaborations: Making Them Work Well. ERIC/CUE Digest No. 45.
Academy for Educational Development, Inc., New York, N.Y.; ERIC Clearinghouse on Urban Education, New York, N.Y.; Regional Laboratory for Educational Improvement of the Northeast & Islands, Andover, MA.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Contract—R188062013
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Role, Community Support, Cooperative Planning, *Cooperative Programs, Educational Improvement, Politics of Education, Program Descriptions, *School Community Relationship, *School Role, *Urban Areas, *Urban Schools
Identifiers—*Collaboratives, Partnerships

This paper summarizes the major points raised at a conference on "School/Community Collaborations: Policy Implications for Urban Education" held in New York City (New York) on May 12-13, 1988. Schools or school districts have successfully collaborated with businesses, unions, schools of higher education, hospitals, youth agencies, community organizations, and local governments to solve mutual problems. Collaborative goals may be categorized as either school improvement goals, such as decreasing the dropout rate, or fundamental change goals, such as obtaining a greater voice for the minority poor served by the schools. Participation in collaboratives may be described as either open, small group, or ritualized. Aspects of successful collaborations include the following: (1) commitment; (2) clarity about roles; (3) training; (4) incentives for institutionalization; and (5) evaluation. Since collaboratives can provide powerful support for many types of intervention, it is ultimately up to educators to decide which interventions are most effective, and then to create appropriate collaboratives to implement them. However, independent public school improvement is needed to sustain the interest and support of the participating community groups. (FMW)

ED 304 444 SP 031 011
National Board for Professional Teaching Standards. ERIC Digest 88-6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, *Educational Quality, Higher Education, National Programs, Professional Recognition, *Standards, *Teacher Certification, Teacher Education, Teacher Effectiveness, Testing
Identifiers—ERIC Digests, *National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (NBPTS), a private, nonprofit body, was established in 1987 to address the need for uniform teaching criteria and improved methods for gauging how well such standards are met. The NBPTS is comprised of 63 members who are teachers (the majority), school administrators, local board members, state governors (past and present), teacher educators, children's advocates, and business leaders. The board expects to issue its first teacher certificates in 1993. This digest discusses why such a board is necessary, how it will achieve its goals, and what impact it is expected to make. References available from the ERIC database are included. (JD)

ED 304 397 SO 019 981
Morrow, S. Rex
Teaching about India. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-1
Pub Date—Feb 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Education, Curriculum, Developing Nations, Elementary Secondary Education, Foreign Countries, History, *Instruction, *Social Studies, Teaching Methods, Units of Study
Identifiers—Asia (South), ERIC Digests, *India

Although world history and global studies programs in U.S. public schools have expanded in recent years, teaching about India and South Asia has remained insufficient. As a result, students often develop cultural misunderstandings and false stereotypes. India, as a focus of study, provides students with the opportunity to examine an ancient civilization, its advancements, and the continuing struggle for improved conditions of existence in a 20th century developing nation. This ERIC Digest examines: (1) the importance of teaching about India; (2) the placement of teaching about India in the elementary and secondary school curriculums; and (3) strategies for teaching about India. This digest recommends that instruction begin in the elementary grades and continue systematically through secondary school and that curriculum about India include: (1) a chronology of the history; (2) geography and geographical relationships; (3) its relationships with other countries; (4) biographical profiles of leaders; and (5) comparisons of religions. Thirteen references are included. (JHP)

ED 304 396 SO 019 980
Seiter, David M.
Teaching and Learning Economics. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-89-2
Pub Date—Mar 89
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Curriculum Enrichment, *Economics Education, *Instructional Improvement, National Surveys, Required Courses, Secondary Education, Secondary School Curriculum, Secondary School Students, Social Studies, Teacher Education
Identifiers—ERIC Digests, Joint Council on Economic Education

This ERIC Digest on economics education discusses: (1) the economic literacy of secondary school students; (2) the improvement of the economic curriculum; (3) the improvement of social studies teachers' training and teaching methods; and (4) the implications of improved economics education. A national survey sponsored by the Joint Council on Economic Education revealed that U.S. high school students tend to be ignorant of such economic concepts as gross national product, inflation, profits, and investment. According to the survey, students who complete an economics course score higher but still exhibit significant deficiencies in economic literacy. To strengthen economic knowledge, mandatory courses focusing on topics and concepts and increased preservice and inservice training in economics education for social studies teachers are recommended. Knowledgeable teachers can effectively teach economics concepts and vary instruction to provide satisfactory understanding of concepts important for responsible citizenship. Students with a solid comprehension of basic concepts perform better as producers, consumers, investors, and voters in public elections. This improved economics education will develop more informed U.S. citizens. (DJC)

ED 304 197 JC 890 121
Curry, Jennifer
Institutional Distinctiveness: The Next Item on the Community College Agenda. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-08
Pub Date—Dec 88
Contract—RI88062002
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, •Institutional Characteristics, •Public Opinion, •Reputation, •School Community Relationship, •Self Evaluation (Groups), Two Year Colleges
Identifiers—ERIC Digests

In this day of increased competition for students, educators need to know what makes their institution exceptional or how it is perceived as providing something of value that other institutions in the local area do not. Without this information, community colleges will find it difficult to thrive and adapt in the future. Efforts to determine the existence, nature, and strength of an institution's unique aspects must consider both empirical and perceptual dimensions of distinction. The college needs to identify its unique programs, services, and characteristics, and also compare the image that the college projects to the outside world with the perceptions held by internal constituents. The search for institutional distinctiveness can be accomplished by either a college committee or a consultant, with both approaches offering advantages and disadvantages. When integrated with strategic planning and decision-making processes, the results of such a search can contribute to the creation of a vision of the institution that can be shared by all members of the college community, to the development and communication of a positive institutional image, and eventually, to the development of institutional integrity. (AJL)

ED 304 196 JC 890 120
Cohen, Arthur M.
General Education and the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-07
Pub Date—Dec 88
Contract—RI88062002
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Curriculum, College Role, Community Colleges, •Core Curriculum, Curriculum Problems, •Educational Objectives, •General Education, Two Year Colleges
Identifiers—ERIC Digests

General education is the process of developing a framework on which to place knowledge stemming from a variety of sources. Its goals are to help students think critically, develop values, understand traditions, respect diverse cultures and opinions, and, most importantly, put that knowledge to use. Even though its goals parallel socially supported values, general education has met with opposition within the academic community. Examples of the problems encountered by general education include the following: (1) it is difficult to measure whether a general education program has fulfilled its goals, since changes in students' actions beyond the institution do not lend themselves to assessment by easily administered and scored examinations; (2) the organizational structure of community colleges, based on the university pattern of academic departments, is antithetical to general education; and (3) universities have not been supportive in granting transfer credit for general education courses. In addition, some educators openly oppose general education requirements, arguing that students with specific and limited educational goals do not have the time for such courses. However, the community college's mission and the characteristics of its students both support arguments favoring general education for all students. To provide common learning, most institutions have developed some type of course distribution list with offerings arrayed under the major headings of science, social science, humanities, and communication. A less widespread approach involves an attenuated list of interdisciplinary courses that fulfill general education requirements. Despite barriers on one hand and the innovative contributions of certain colleges on the other, the prognosis for general education is no better or worse than it has been at any other time in the history of the community college. (AJL)

ED 304 195 JC 890 119
Raufman, Lisa Colby, Anita
The Instructional Role of the Two-Year College Learning Resources Center. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-06
Pub Date—Nov 88
Contract—RI88062002
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•College Libraries, Community Colleges, Computer Assisted Instruction, Computer Literacy, Developmental Studies Programs, Educational Media, •Learning Laboratories, •Learning Resources Centers, •Library Skills, •Remedial Instruction, Two Year Colleges, Users (Information)
Identifiers—ERIC Digests

This Digest reviews ERIC documents and journal articles on the roles currently being played by two-year college learning resources centers (LRCs) in instruction and instructional development. After acknowledging that community college students have different needs for bibliographic instruction than their counterparts at four-year institutions, the paper highlights a self-paced instructional library skills program at Miami-Dade Community College and a one-hour library skills unit incorporated into remedial courses at Kingsborough Community College in New York. The next section provides brief descriptions of LRC-based developmental education, computer literacy, and computer-assisted instruction programs including LRC involvement in telecourses. In the next section, selected programs are featured, illustrating the various functions performed by LRC's in instructional improvement and development. Concluding comments note the range of programs and services within the two-year college LRC's mandate and point to factors that influence their ability to fulfill their mission. (AAC)

ED 304 170 JC 890 085
Banks, Debra Mabry, Theo
Community College Foundations. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-4
Pub Date—Jul 88
Contract—RI88062002
Note—6p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Donors, Educational Finance, Educational Resources, •Fund Raising, Governance, Organizational Development, Organizational Effectiveness, •Philanthropic Foundations, School Community Relationship, Two Year Colleges
Identifiers—ERIC Digests

Not for profit community college foundations play a major role in overall resource development. Because foundations are legally and organizationally independent of the college, they are able to promote the well-being of the college without the statutory limits imposed by the governing board and staff. Foundation money is not restricted to basic functions and permits colleges to implement programs and services not within their operating budgets. Ties with community leaders can be strengthened through foundations, while alumni and other supporters gain an opportunity to show their appreciation in tangible ways. Four phases in the development of a foundation have been identified as: (1) the development of articles of incorporation and by-laws; (2) the education of the foundation board on the college's programs; (3) the initiation of a large scale community relations campaign; and (4) the planning of fund-raising activities and other events for the coming year. An important measure of the effectiveness of a foundation is the number and amount of donations it solicits. The most effective methods of fund-raising include direct mailings, special events, annual fund campaigns, and other activities. The commitment of the college and foundation administration, however, is the key to the foundation's success. The report includes a list of references. (AJL)

ED 304 112 IR 013 671
Schamber, Linda
The Wired Campus. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-IR-88-5
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse Univesity, Syracuse, NY 13244-2340 (free while the supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Campuses, •Colleges, Computer Software, •Computer System Design, Higher Education, •Information Networks, •Information Systems, •Integrated Activities, Local Area Networks, Microcomputers, •Systems Development
Identifiers—ERIC Digests

This ERIC Digest examines some of the trends and issues in academic information systems design and describes the policies of several universities that are taking creative advantage of these systems as educational tools. The current emphasis on microcomputers in campus information networks instead of terminals connected to a mainframe computer is discussed and the characteristics of such networks are described, including widespread coverage, wide variety of uses, distributed control, security, multimedia capability, integrated software, adaptability and expandability, and reliability. Issues involved in the planning and implementation of the integrated information network are then discussed, and the features of such systems are listed for five colleges and universities that have made major commitments to the concept of the information network. (13 references) (EW)

ED 304 111 IR 013 670
Schamber, Linda
Delivery Systems for Distance Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-IR-88-6
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiovisual Instruction, Cable Television, Closed Circuit Television, •Distance Education, •Educational Television, •Electronic Mail, Facsimile Transmission, •Teleconferencing, •Telephone Instruction, •Videotex
Identifiers—ERIC Digests

This ERIC digest provides a brief overview of the video, audio, and computer technologies that are currently used to deliver instruction for distance education programs. The video systems described include videoconferencing, low-power television (LPTV), closed-circuit television (CCTV), instructional fixed television service (ITFS), and cable television (CATV). Several types of audiographic teleconferencing are then described, including telefacsimile (FAX), freeze-frame or slow scan video, and compressed video. Audioconferencing is cited as the principal use of audio telephone delivery, but it is noted that other options are also available, including the use of an audio bridge to enable two-way interaction among groups at three or more locations. Computer conferencing options are also described, including electronic mail networks, electronic bulletin board services (BBSs), and teletext and videotex. A brief discussion of distance education concludes the digest. (14 references) (EW)

ED 304 024 FL 017 822
Thompson, Richard T. Johnson, Dora E.
Proficiency Testing in the Less Commonly Taught Languages. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cultural Context, Interrater Reliability, *Language Proficiency, *Language Tests, *Testing Problems, Training Methods, *Uncommonly Taught Languages
Identifiers—*ACTFL ETS Language Proficiency Guidelines, ERIC Digests

Efforts to expand the generic language proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL) to the less commonly taught languages (LCTLs) began when developers realized that the ACTFL guidelines were too Eurocentric; the guidelines included grammatical categories specific to Western European languages and dealt specifically with Roman-alphabet writing systems. Developers soon realized that, to apply the generic guidelines to the construction of proficiency descriptions for a particular LCTL, the target language itself must be assessed, and that such factors as cultural context, appropriate content, sociolinguistic peculiarities, and measurements of accuracy must be considered for each language. The guidelines developed for Arabic and Indonesian illustrate the necessary considerations. Training language-specific testers provided another area of difficulty in assessing proficiency levels for the LCTLs. Possible solutions to this problem include the following: (1) training through English or through another language with which the tester is familiar; (2) training in a language structurally similar to the target language; (3) pairing the tester with a native speaker of the target language; and (4) utilizing semi-direct tests. Issues in the area of interrater reliability have been called to attention, and the recent legislation and regulations for proficiency testing and competency-based language programs has created several policy questions that funding agencies and post-secondary institutions must face. (DJD)

ED 303 177 IR 052 627
Schamber, Linda
Technology Options for Libraries. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-3
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgets, *Change Strategies, Computer Networks, Information Systems, Information Technology, Library Administration, *Library Automation, *Library Planning, *Library Role, *Library Services, Technological Advancement
Identifiers—ERIC Digests

This two-page digest briefly outlines some of the technological trends in updating a library, and briefly discusses the administrative issues and strategies involved. It begins by describing the wholly integrated information environment, which would include: (1) public-access personal and professional communications networks; (2) information utilities and online databases; (3) local area and institution-wide computer networks; (4) multimedia interactive databases based on optical technologies, distributed processing, multi-tasking, artificial intelligence, and hypermedia programs; (5) transparent operating systems and menu-driven software; (6) hardware and software compatibility; (7) resource-sharing systems and policies; and (8) the roles of information resources managers and media specialists. Complex technical, human, and financial issues which the library administrator faces are then discussed. It is recommended that library administrators and librarians who might desire to develop state-of-the-art facilities but need to stay within a budget must plot their strategies by becoming informed; making a detailed needs assessment; establishing the project with a task force and project manager; and being thorough and looking to long range as well as short range planning with room for change. (15 references) (CGD)

ED 303 176 IR 052 626
Schamber, Linda
Optical Disk Formats: A Briefing. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-4
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Information Retrieval, Information Sources, *Information Storage, *Information Systems, Interactive Video, *Optical Data Disks, *Technological Advancement, *Videodisks
Identifiers—ERIC Digests

This digest begins with a brief description and review of the development of optical disks. Optical disk formats are then described by capability: Read Only Memory (ROM), Write Once, Read Many (WORM), Interactive (I), and Erasable (E); forms of information (audio, text or data, video or graphics, or a combination); and disk size (most often 12 or 4.72 inches in diameter). Some 12-inch formats are then briefly described: optical digital data disk, videodisc, digital video disk, and interactive video disk. Brief descriptions of compact disk formats cover compact audio disk, compact disk-read only memory (CD-ROM), and compact disk-write once, read many (CD-WORM). Future formats currently under development are also briefly described, including HDTV video disk (readable by high-definition television), compact disk-interactive (CD-I), digital video interactive (DVI), and compact disk-erasable magneto optic (CD-EMO). It is concluded that, although the new technology presents some problems, these problems will disappear within the next few years because of the new formats and systems being developed. It is suggested that interested users may keep up-to-date on new developments in this rapidly developing field by contacting manufacturers directly and by reading recent periodicals. (10 references) (CGD)

ED 303 175 IR 052 625
Minor, Barbara B.
Online Information Services for Secondary School Students: A Current Assessment. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-7
Pub Date—Jun 88
Contract—RI88062008
Note—3p.; This digest is based on the ERIC/IR Clearinghouse Information Analysis Product, "Online Information Services for Secondary School Students: A Current Assessment," by Elizabeth Smith Aversa, Jacqueline C. Mancall, and Diane Oesau (ED 295 682).
Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Databases, Guidelines, Learning Resources Centers, *Media Specialists, Needs Assessment, Objectives, *Online Searching, Optical Data Disks, School Libraries, Secondary School Students, Student Behavior, Teaching Methods, Use Studies
Identifiers—ERIC Digests

This digest begins with a brief discussion of the current status of the relatively recent phenomenon of online searching in schools. The advantages and disadvantages of online access in this context are then outlined, and some suggestions are offered for school library media specialists who wish to initiate online information retrieval for their students. A brief review of studies of the impact of online services on student behavior and a future scenario for online services in school settings conclude the digest. (7 references) (CGD)

ED 303 051 FL 017 799
Robinson, David
Language Policy and Planning. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI-88062010
Note—3p.
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, *Language Planning, Language Role, *Official Languages, *Public Policy, Syntax, Uncommonly Taught Languages, Written Language
Identifiers—ERIC Digests

Language planning is official, government-level activity concerning the selection and promotion of a unified administrative language or languages. Language planning initiatives arise in response to sociopolitical needs and attempt to meet those needs by reducing linguistic diversity. Several stages occur in the language planning process. The first stage, needs analysis, involves the selection of the language or language variety. The next stages are called "status planning" and include codification and standardization. Fine-tuning the selected language or language variety is called "corpus planning" and includes elaboration and cultivation. Specific areas of language use that are affected by language planning decisions include writing systems, lexicon, and syntax. Responses from educational systems to language planning decisions include monolingual instructional programs, transitional bilingual education programs, language maintenance programs, and immersion programs. Many different groups of people are involved in language planning initiatives, including sociologists, political scientists, educators, linguists, writers, and national language academies. The status of language planning in the United States is described. (DJD)

ED 303 046 FL 017 789
Hudelson, Sarah
Children's Writing in ESL. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Children, *Classroom Techniques, Elementary Education, *English (Second Language), Second Language Instruction, *Writing Instruction, *Writing Skills
Identifiers—Dialogue Journals, ERIC Digests

Research has found that the process of writing is similar for both first and second language learners. Therefore, several conclusions can be drawn about writing development in English-as-a-second-language (ESL) children, including: (1) ESL learners can write and can create meaning, while they are learning English; (2) ESL learners can respond to the works of others; and (3) classroom environment has a significant impact on ESL children's development as writers. Teachers, therefore, need to provide opportunities during class for ESL children to use writing to carry out tasks that are meaningful to them, e.g., keeping a diary or journal. Assessment should be based on daily classroom activities and may include keeping writing folders with all of each student's work. Resource organizations are cited and references are given. (DJD)

ED 303 045 FL 017 788
Fox, Robert
ESL Program Administration in Higher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, *College Second Language Programs, Curriculum Design, *English (Second Language), Foreign Students, Higher Education, *Program Administration, School Holding Power, Universities
Identifiers—ERIC Digests

This discussion of the responsibilities of an English as a second language (ESL) program administrator in a university setting focuses on issues in four areas: (1) program; (2) students; (3) faculty; and (4) administration. In the first area, the ESL administrator establishes and maintains the curriculum, decides the combination of components (intensive and non-intensive) and the format (integrated skills or separate skills) the ESL program should have, selects placement tests, decides cut-off scores, and orders initial textbooks. In the second area, the ESL administrator is responsible for the recruitment and retention of students, and for the provision of student services. In the third area, the ESL administrator must hire well-qualified teachers, maintain appropriate salary levels, and provide for professional development to keep morale high. In the final area, the ESL administrator must manage budgetary expenditures, cooperate with other units on campus, and maintain a balance of students within the ESL program. (DJD)

ED 303 044 FL 017 787
Cloud, Nancy
ESL in Special Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 88
Contract—RI88062010
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English (Second Language), Individual Needs, Limited English Speaking, Material Development, *Program Design, Referral, *Special Education, *Special Programs, Student Needs
Identifiers—ERIC Digests

The special instructional needs of limited English proficient (LEP) students in special education programs are discussed. The degree of the student's disability (mild, moderate, or severe) directs both the program focus and the need for specialized knowledge to deliver appropriate instruction. A responsive English as a second language (ESL) program in the special education setting must consider aptitude, attitude/motivation, personality, learning style, and learning strategies as well as cognition, motivation, strategic behavior, and learning style preferences. Future challenges to developing successful ESL programs in the special education setting include: (1) preventing inappropriate referrals to special education by more thoroughly evaluating LEP children before they are referred to special education; (2) preparing special educators and ESL teachers by providing cross-over training in both fields; and (3) developing materials appropriate to the special needs of students in this setting. A reference list of 15 items is included. (DJD)

ED 302 900 EA 020 557
Klauke, Amy
The School District Management Audit. ERIC Digest Series Number EA31.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Boards of Education, Educational Quality, Elementary Secondary Education, Organizational Development, *Program Effectiveness, Public Schools, *School Districts, *School Effectiveness, *School Organization, Superintendents
Identifiers—ERIC Digests

This ERIC Digest discusses the issue of the school district management audit-a comprehensive examination of an organization in order to assess efficient use of resources and program effectiveness. Several aspects of the management audit issue are covered in question-and-answer format: (1) What is a management audit? (2) What areas are covered by an audit? (3) How does a school district implement a management audit (seven steps are included)? (4) How are some school districts carrying out management audits? and (5) What are the benefits of a management audit? Appended are nine references. (SI)

ED 302 899 EA 020 556
Bowers, Bruce C.
Policy Analysis for School Districts. ERIC Digest Series Number EA30.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Policy, *Boards of Education, *Educational Policy, Elementary Secondary Education, Evaluation Methods, *Policy Formation, Public Schools, School Policy
Identifiers—ERIC Digests

This ERIC Digest focuses on educational policy analysis at the local school district level. The digest suggests how school boards can use policy analysis as a tool for policy formation and implementation. Several aspects of school district policy analysis are covered in question-and-answer format: (1) Which role of the policy analyst is most useful to policymakers? (2) Is policy analysis being done at the local level; (3) How may policy analysis help the board identify issues? (4) How can a policy analyst assist in formulating policies? and (5) Is the policy analyst's mission complete once policy has been formulated? Appended are 10 references. (SI)

ED 302 898 EA 020 555
Donnelly, Margarita
Training and Recruiting Minority Teachers. ERIC Digest Series Number EA29.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR ($2.50 handling fee with each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College School Cooperation, Educational Change, Educational Improvement, *Educational Quality, Elementary Secondary Education, Excellence in Education, *Minority Group Teachers, Postsecondary Education, *Teacher Education, *Teacher Recruitment
Identifiers—ERIC Digests

This ERIC Digest addresses issues concerning training and recruiting minority teachers in question-and-answer format: (1) How is the shortage of minority teachers expected to affect the quality of educational services? (2) Why is minority enrollment declining at the higher education level? (3) What can be done to change the situation? and (4) What are some innovative ways of recruiting minority teachers? Appended are ten references. (SI)

ED 302 559 TM 012 546
Eissenberg, Thomas E. Rudner, Lawrence M.
Explaining Test Results to Parents. ERIC Digest Number 102.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062003
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Grade Equivalent Scores, *Parent School Relationship, *Scores, *Standardized Tests, *Teacher Role, *Test Interpretation, *Test Results
Identifiers—ERIC Digests, Percentile Ranks

Guidelines for explaining standardized test results to parents of students are provided. More specifically, the guidelines cover rationales for testing, the various types of scores and their meanings, and means of interpreting scores. Scores covered include stanine scores, percentile scores, and grade-level equivalent scores. The importance to parents of learning who else takes the same test(s) as do their children is also considered. Test results provide teachers and parents with a powerful way of checking whether their students and children, respectively, are working to their full potential. A short bibliography is included. (TJH)

ED 302 558 TM 012 545
Boyd, Ronald T. C.
Improving Your Test-Taking Skills. ERIC Digest Number 101.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 88
Contract—RI88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Essay Tests, High Schools, *High School Students, Multiple Choice Tests, Student Behavior, *Study Skills, *Test Coaching, Test Wiseness
Identifiers—ERIC Digests

Techniques to enable high school students to improve their test performance are briefly outlined. The techniques cover pre-test preparation, strategies for use during test administration, and special skills for multiple-choice and essay tests. An advantage of students practicing their test-taking skills is that it will help them manage the anxiety that often accompanies tests. Good test-taking skills also help ensure that students' test scores reflect what they actually know. (TJH)

ED 302 557 TM 012 544
Rudner, Lawrence M. Dorko, Kathryn
Finding Information about Standardized Tests. ERIC Digest No. 2.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 88
Contract—RI88062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement Tests, Annotated Bibliographies, *Aptitude Tests, Books, Educational Testing, *Information Retrieval, *Online Systems, *Standardized Tests, *Test Reviews
Identifiers—ERIC Digests

An annotated list of 11 books, guides, and online information retrieval systems that describe available standardized aptitude and achievement tests, test reviews, databases, and other sources of testing information is provided. The list is designed to help in the identification of useful standardized tests. (TJH)

ED 302 556 TM 012 543
Eissenberg, Thomas E. Rudner, Lawrence M.
State Testing of Teachers: A Summary of Current Practices. ERIC Digest No. 1.
American Institutes for Research, Washington, DC.; ERIC Clearinghouse on Tests, Measurement, and Evaluation, Washington, DC.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 88
Contract—RI-88-062003
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Higher Education, *Licensing Examinations (Professions), Scores, State Norms, *State Programs, State Standards, *Teacher Certification, Teacher Education, *Testing Programs
Identifiers—Fact Sheets, *Teacher Competency Testing

A brief overview of the status of state programs designed to assess teacher competency is provided. Tests commonly used by states include tests of persons who apply to educational programs (admissions tests) and tests for graduates of teacher education programs (certification tests). Admissions tests are used by 24 states, while certification tests are used by 36 states. Most states rely on nationally developed tests, rather than designing tests of their own. Admissions tests help states screen people before they enroll in teacher education programs. Certification tests assess basic skills, professional skills, and subject knowledge. Tabulated data arranged by state (all 50 states, excluding the District of Columbia) on the current status of admissions and certification testing are included. (TJH)

ED 301 970 EA 020 560
Klauke, Amy
Performance Standards for School Superintendents. ERIC Digest Series Number EA34.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administration, *Administrator Effectiveness, *Administrator Evaluation, Boards of Education, Community Satisfaction, *Cost Effectiveness, Elementary Secondary Education, *Evaluation Criteria, Quality Control, School Administration, School Community Relationship, School Districts, *Superintendents
Identifiers— ERIC Digests

This digest discusses the issue of performance standards for school superintendents. School districts are discovering that developing performance standards for administrators can be cost effective, reduce crisis management, set and maintain direction, and give the community a standard for measuring school success. Several aspects of the issue on performance standards for school superintendents are covered in question-and-answer format: (1) In which performance areas should standards be defined? (2) Should performance standards be defined before the superintendent is evaluated? (3) What is an example of one district's approach (Plymouth-Canton Community School District in Michigan)? and (4) What are some ideas for followup procedures (six activities are suggested)? Appended are eight references. (SI)

ED 301 969 EA 020 559
Kubick, Kathleen
School-Based Management. ERIC Digest Series Number EA33.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each order).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Boards of Education, Budgeting, Curriculum, *Decision Making, Elementary Secondary Education, Organizational Change, *Policy Formation, *School Based Management, School Districts, *School Organization, School Personnel, School Policy, Superintendents
Identifiers—ERIC Digests

This digest discusses the issue of school-based management (SBM), defined as a system of administration in which the school is the primary unit of educational decision making. Responsibility for certain decisions about the budget, personnel, and the curriculum is placed at the school level rather than the district level. Several aspects of SBM are covered in question-and-answer format: (1) What are some of the advantages of SBM? (2) How does SBM affect the roles of the school board, superintendents, and district office? (3) How are the budget decisions made? (4) How are the decisions made at the school level? (5) What is necessary when implementing SBM? and (6) What are the liabilities of SBM? Appended are 10 references. (SI)

ED 301 968 EA 020 558
Klauke, Amy
Stopping Drug Abuse. ERIC Digest Series Number EA32.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling fee with each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Drug Abuse, *Drug Education, Drug Rehabilitation, Drug Therapy, Drug Use, Elementary Secondary Education, Evaluation, *Prevention, Program Development, Program Improvement, School Districts, Social Problems
Identifiers—ERIC Digests

This digest discusses the issue of stopping drug abuse as a national priority. Several aspects of the drug abuse issue are covered in question-and-answer format: (1) Why should educators be concerned about drug abuse by students? (2) What are school districts doing to stop drug abuse? (3) What social issues are involved? (4) How can schools plan and implement drug abuse prevention programs? and (5) What are some other factors to consider when planning a drug abuse program? Identified are five phases of a prevention and intervention plan: needs assessment, planning process, implementation, evaluation, and dissemination. The best plans are comprehensive, long-term, and integrated into overall school curricula and policy. Appended are 14 references. (SI)

ED 301 967 EA 020 554
Klauke, Amy
Repairing and Renovating Aging School Facilities. ERIC Digest Series Number EA28.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge with each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Change, Educational Facilities Design, *Educational Facilities Improvement, *Educational Finance, Elementary Secondary Education, *School Buildings, *School Maintenance
Identifiers—ERIC Digests

Recent influxes of baby boomers coupled with state reforms reducing student-teacher ratios are stretching the limits on available school facilities across the country. Several aspects of the school facilities issue are covered in question-and-answer format; (1) What is the current status of aging school buildings? (2) What are the financial implications of restoring school facilities? (3) What role should states play? (4) What methods are school districts using to improve the solution? (5) What is a capital improvement plan? and (6) What are some elements to consider when repairing or renovating school facilities? Appended are 10 references. (SI)

ED 301 532 SO 019 765
Patrick, John J.
High School Government Textbooks. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-12
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*High Schools, Social Studies, Textbook Content, *Textbook Evaluation, *Textbooks, Textbook Standards, *United States Government (Course)
Identifiers—*ERIC Digests

Textbooks may indicate the quantity and quality of subject content in a secondary school curriculum. They tend to conform to state departments of education and large local school districts' curriculum guides and to be the dominant instructional medium in high school courses. Examinations of widely-used textbooks may indicate the strengths and weaknesses in these high school classes. This ERIC Digest investigates government textbooks in terms of (1) distinctive characteristics; (2) major weaknesses; (3) criticisms of textbook treatments of the U.S. Constitution; and (4) recommendations for textbook improvements. Publishers produce government textbooks that conform to national curriculum patterns, that are similar in content, style, and format, that are designed for passive learning, and that tend to be visually appealing. Major weaknesses include: (1) superficial and simplistic coverage of material; (2) abstract or lifeless treatment of ideas and events; (3) idealistic and unrealistic presentations of society; (4) fragmentation of subject matter; (5) avoidance of controversial topics; and (6) emphasis on low-level cognition. Recommendations for improving these textbooks include the need to: (1) emphasize the concepts and values of U.S. constitutional democracy; (2) highlight critical issues of constitutional democracy; (3) utilize case studies; and (4) develop critical thinking and decision-making skills. Ten references and ERIC resources are included. (JHP)

ED 301 531 SO 019 764
Hoge, John D.
Civic Education in Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-11
Pub Date—Dec 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizen Participation, *Citizenship Education, Citizenship Responsibility, *Civics, *Elementary Schools, Elementary Secondary Education, Law Related Education, Participative Decision Making, Public Affairs Education, *Sec-

ondary Schools, Social Studies

Identifiers—ERIC Digests

This ERIC digest discusses civic education in U.S. schools in terms of: (1) its meaning; (2) its place in the curriculum; (3) its effects on learners; and (4) suggested methods of improving it. Civic education involves the development of skills in making decisions about public issues and participating in public affairs and encompasses the preservation of core democractic concepts and values. Civic education has become an established part of social studies curricula and has increased as a result of a national trend toward law-related education (LRE). However, evidence suggests that over one-half of young adults lack the knowledge, attitudes, and skills that lead to responsible citizenship. Improvements in civic education might be achieved through: (1) an increase in the number of courses and time spent on lessons and in the depth and breadth of topics; (2) classroom environments that are conducive to open and free exchanges of ideas; (3) the teaching of public affairs issues in history, government, and LRE classes; (4) increased student participation in extracurricular activities; (5) less authoritarian school environments; and (6) the use of LRE programs to foster student interaction, to present all facets of public issues, to involve resource persons and school administrators, and to encourage staff development. Seventeen references and ERIC resources are included. (JHP)

ED 301 363 PS 017 709

Jorde-Bloom, Paula

Child Care Directors' Training and Qualifications. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PS2-1988

Pub Date—88

Contract—RI88062012

Note—3p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Qualifications, Administrator Role, *Administrators, *Day Care, Early Childhood Education, *Standards, *Training

Identifiers—ERIC Digests, *State Regulation

This ERIC Digest provides an overview of the competencies needed for effective early childhood center administration and summarizes state regulations governing minimum qualifications of center directors. Specific administrator skills are listed in four topical areas: (1) organization, leadership, and management; (2) child development and early childhood programming; (3) fiscal and legal considerations; and (4) board, parent, and community relations. State regulations governing minimum qualifications are discussed in terms of background qualifications and qualifications related to experience and formal education. Brief remarks on current levels of training and experience of child care directors complete the digest. (RH)

ED 301 362 PS 017 708

Griffin, Abbey Fein, Greta

Infant Day Care: The Critical Issues. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PS1-1988

Pub Date—88

Contract—RI88062012

Note—3p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attachment Behavior, *Day Care, Early Childhood Education, *Educational Quality, *Infants, *Outcomes of Education

Identifiers—ERIC Digests, *Infant Care

Discussed in this ERIC Digest are the quality of infant day care and aspects of the debate on infant attachment. Characteristics of current infant day care provisions are reported. Program quality is discussed in terms of: (1) structural features, such as group size, staff-child ratios, caregiver training, equipment, space; (2) dynamic aspects, including experiences and interactions; and (3) contextual features, notably staff stability and turnover, and type of setting. A section on effects of infant care points out that while several studies show that day care may benefit low-income children and have benign, if not beneficial, effects on middle-class children, research findings on socioemotional development are not unanimous. The concluding section discusses attachment in terms of the controversy about day care for infants under 1 year of age and studies comparing home versus employed mothers. (RH)

ED 301 361 PS 017 707

Genishi, Celia

Young Children's Oral Language Development. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PS-4-1988

Pub Date—88

Contract—RI88062012

Note—3p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Language Acquisition, *Oral Language, *Teacher Role, *Young Children

Identifiers—ERIC Digests

This ERIC Digest presents an overview of the process and mechanics of language development, along with implications for practice. Sections of the discussion focus on: (1) when and how language is learned; (2) oral language components; and (3) nurturing language development. It is argued that teachers can help sustain natural language development by providing environments full of language opportunities. General guidelines for teachers, parents, and other caregivers include: (1) understand that every child's dialect is worthy of respect as a valid system for communication; (2) treat children as if they were conversationalists, even if they are not yet talking; (3) encourage interaction among children; (4) remember that parents, caregivers, teachers, and guardians are the chief resources in language development; and (5) continue to encourage interaction as children come to understand written language. (RH)

ED 301 360 PS 017 706

Seligson, Michelle Fink, Dale B.

Latchkey Children and School-Age Child Care. ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—PS-3-1988

Pub Date—88

Contract—RI88062012

Note—3p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Delivery Systems, *Elementary School Students, *Individual Characteristics, *Latchkey Children, *School Age Day Care

Identifiers—ERIC Digests, *Program Characteristics

This ERIC Digest provides an overview of school-age child care (SACC) programs and suggests reasons for their growth. Discussion points out that escalating interest in SACC has paralleled the raising numbers of children left on their own, and that educators are only the latest in a parade of civic and professional groups which have gone on record as opposing the growing phenomenon of latchkey children and supporting the expansion of child care for school-age children. While research is suggestive rather than conclusive, educators recognize that the way children spend the hours out of school has always been an important aspect of their development. High quality SACC programs provide children with a comfortable environment and a great deal of freedom to move about and choose activities. These programs have a balanced schedule that includes child- and teacher-directed time, as well as opportunities for children to be in large or small groups or concentrate on something by themselves. Ingredients of successful SACC for older children include community service, a chance to earn money, and an understanding of the adolescent's heavy involvement in peer culture. (RH)

ED 301 145 HE 022 083

Alfred, Richard L. Weissman, Julie

Public Image and the University. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-88-8

Pub Date—88

Contract—RI88062014

Note—3p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Change Strategies, *College Planning, Higher Education, *Institutional Advancement, Institutional Characteristics, Institutional Research, *Marketing, Public Opinion, *Public Relations, *Reputation, Resource Allocation

Identifiers—ERIC Digests, *Institutional Image

A discussion of institutional stature in higher education focuses on its development and determination and strategies for its enhancement. The central theme is that although colleges and universities are affected by trends in the external environment, they can plan, respond, act, and organize themselves to improve their stature. The report examines the dimensions of stature and then looks at the dynamics of enhancement: the coordinated actions that institutions can take beyond marketing and public relations to address forces in the environment while simultaneously educating the public about important goals, purposes, outcomes, and benefits of postsecondary education. Stature is seen as the product of an environment in which multiple forces influence the exchange of resources between universities and different constituencies; inputs in the form of constituents' needs and expectations; attributes of organization and performance; a conversion process that transforms inputs into decision; outputs to multiple constituencies; formal and informal communication about outputs to constituencies; and feedback in the form of public perceptions of the outputs. It is concluded that institutions can enhance their stature by four strategies: strategic assessment, resource allocation, outcomes assessment, and image management. (MSE)

ED 301 144 HE 022 082

McDade, Sharon A.

Leadership in Higher Education. ERIC Digest.

ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-HE-88-7

Pub Date—88

Contract—RI88062014

Note—3p.

Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Education, Administrator Qualifications, *College Administration, Higher Education, *Leadership Training, *Management Development, *Professional Development

Identifiers—ERIC Digests

Since many senior academic administrators of colleges and universities first trained for academic careers in research and teaching, they have had minimal management training. Both academic and nonacademic officers with administrative experience find they must quickly develop the different knowledge and skills needed to manage an institution when they move into senior administrative positions. In surveys, organization and planning skills are seen by administrators as the most important, human skills are placed second, and financial management and control are ranked third. Professional development for management is accepted in business, industry, the military, and government. Although the benefits are easy to identify, value is difficult to quantify beyond anecdotal evidence. The benefits of professional development must also be balanced against the drawbacks of participating, including career timing, obsolescence of training, costs in time and money, and the issues of selection, integration, evaluation, and feedback. However, the evidence that does exist on the benefits still outweighs the disadvantages for many administrators. Effective professional development experiences must be part of an integrated, comprehensive organizational plan that links development activities with the actual tasks and responsibilities of the job. (MSE)

ED 301 143 . HE 022 081
Claxton, Charles S. Murrell, Patricia H.
Learning Styles. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-6
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Research, *Cognitive Style, *College Instruction, College Students, *Curriculum Development, Higher Education, Individual Differences, *Instructional Effectiveness, *Minority Groups, Research Needs, Staff Utilization, *Student Personnel Services, Teacher Qualifications, Teacher Selection
Identifiers—ERIC Digests

Learning style is a concept that can be important in the movement toward improved college teaching and learning. Information about students' learning style can help faculty become more sensitive to the differences students bring to the classroom and can guide the design of learning experiences that either match students' styles or stimulate learning in new ways. Information about learning style is also helpful in counseling and orientation and in staff utilization and development. The most pressing research needs are in the areas of (1) the learning styles of minority students and in the development of measurement instruments that take cultural attributes into account, (2) the effects of incongruence between teaching methods and students' learning styles, and (3) the relationships between learning style, developmental stage, disciplinary perspectives, and epistemology. More effective learning can be promoted through (1) professional development activities on the application of the concept of learning styles, (2) encouragement of classroom research, especially using the concept of learning styles, (3) developing curricular experiences that help students learn to learn, and (4) in hiring faculty, considering candidates' understanding of teaching-learning practices that take into account individual differences. (MSE)

ED 301 142 HE 022 080
Nash, Nancy S. Hawthorne, Elizabeth M.
Corporate Education. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-5
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competition, *Corporate Education, Credit Courses, *Educational Change, Enrollment Rate, Higher Education, Industry, Institutional Cooperation, *Professional Continuing Education, *School Business Relationship
Identifiers—ERIC Digests

Corporate education is an extensive, multifaceted endeavor, costing billions of dollars, educating millions of people, and absorbing many working hours annually. Offerings range from remedial to postgraduate level management and technical courses. Corporate educators are fulfilling educational needs of nontraditional students, often before colleges and universities respond. These educational efforts could threaten the health and devalue the worth of higher education, but in fact, corporate education is compatible with–indeed complements–traditional higher education. Corporate education is structured similarly to collegiate instruction, facilitating transfer and student mobility and making possible a variety of cooperative efforts. Corporate programs have also opened channels of communication between business and schools concerning educational content and methods. The growth of corporate education is a stimulus to both internal collegiate debates and public policy-making. Many profitable educational ventures have begun with employers' recognition of their responsibilities to employees. Corporate education is well-established, a large enterprise, and increasingly professional. There is room for accommodation and cooperation that will serve both learners and their educational providers. (MSE)

ED 301 141 HE 022 079
Chronister, Jay L. Kepple, Thomas R., Jr.
Retirement Programs for Faculty. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-4
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Early Retirement, Employment Practices, Higher Education, *Incentives, Personnel Policy, Program Development, Program Effectiveness, Retirement Benefits, *Teacher Retirement
Identifiers—ERIC Digests

An incentive early retirement program is an arrangement between employer and employee that provides tangible inducement or reward for voluntary early retirement. It may be a formal program or an ad hoc agreement negotiated with the institution. The most common incentives include severance pay, liberalized actuarial reduction, annuity enhancements, bridging benefit payments, partial or phased retirement, and other basically nonmonetary perquisites. Most institutions offer more than one incentive. Key factors in program development include faculty's role in the planning process, consideration of institutional characteristics and history, and federal and state regulations. Although observers do not agree unanimously on the effectiveness of such programs, most evidence supports their use. Effectiveness must be viewed from the perspectives of the needs and interests of both faculty and institution. Faculty acceptance is found to be higher than anticipated, but a possible disadvantage is the loss of valued faculty members. Incentive early retirement programs are likely to become increasingly popular as the cap on mandatory retirement is lifted. (MSE)

ED 301 140 HE 022 078
Glazer, Judith S.
The Master's Degree. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-88-3
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, *Curriculum Design, *Degree Requirements, Educational Change, Educational Innovation, Educational Quality, *Graduate Study, Higher Education, Intellectual Disciplines, *Masters Degrees, *Professional Education, Program Evaluation
Identifiers—ERIC Digests

The master's degree is reviewed in terms of its current status and rate of conferral, its diversity, standards, and the dominant program models. Changes in the patterns of master's degrees conferred, by discipline, are examined, and problems associated with the proliferation of degrees are noted. Diversity in curricular models is cited as a source of concern because it makes comparison of programs, fields, and credentials difficult. It is suggested that the master's degree may be becoming the first professional degree, reflecting contemporary society's increased interest in more utilitarian and measurable objectives. Issues in assessment of program quality are addressed, including the roles of accreditation, state oversight, and institutional self-study. Major issues in program design are outlined, the principal one being the balance of theory and practice. Other issues include specialization and multidisciplinarity, admission and degree requirements, access and standards, and modes of instruction and delivery. Factors motivating and inhibiting change in the master's degree are examined. It is concluded that the master's degree must be approached as a class of degrees rather than as a generic model, and as a credential sought increasingly for its own merits rather than in relation to the bachelor's or doctoral degree. (MSE)

ED 301 139 HE 022 077
Kaplowitz, Richard A.
Selecting College and University Personnel. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-HE-88-2
Pub Date—88
Contract—RI88062014
Note—3p.; For the report of which this is a digest, see ED 282 488.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Selection, Affirmative Action, College Administration, Confidentiality, Consultants, Disclosure, Employment Interviews, Employment Practices, *Faculty Recruitment, Females, Higher Education, Interviews, Minority Groups, *Personnel Selection, Salary Wage Differentials, *Search Committees (Personnel), Teacher Salaries
Identifiers—ERIC Digests, *Open Meetings

A discussion of the faculty and administrator selection process looks at the function of search committees, the issue of confidentiality in records, and societal issues that need to be addressed. A number of factors in the effective use of search committees are outlined, including breadth of committee membership, quality of communication within the committee, focus on institutional needs, generation of a good candidate pool, use of consultants, maintenance of confidentiality, resolution of salary fairness issues, affirmative action efforts, attention to candidates' positive personal attributes, good interviewing techniques, using personnel office support, and thoughtfulness. Confidentiality is seen as essential in securing the strongest candidates, particularly when candidates are employed elsewhere. Two societal concerns in personnel selection include open meeting (sunshine) laws and the need to develop actively the talents and abilities in the minority population that are not being nurtured at present. (MSE)

ED 301 138 HE 022 076
Taylor, Barbara E.
Working With Trustees. ERIC Digest.
ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Report No.—EDO-HE-88-1
Pub Date—88
Contract—RI88062014
Note—3p.
Available from—ERIC Clearinghouse on Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 (free with self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board Administrator Relationship, *College Administration, Governance, *Governing Boards, Higher Education, *Leadership Responsibility, *Teacher Administrator Relationship, *Trustees
Identifiers—ERIC Digests

A discussion of college governance by lay boards of trustees focuses on the sources and nature of trustees' authority and, by extension, of faculty and administrators' influence on boards. It chronicles briefly the history of the lay board and the reasons for its continued use in modern institutions. Criticisms and defenses of lay trusteeship are examined, including those concerning the nature of the public interest in higher education, the contributions of boards to serving that interest, the legitimacy of trustees, and their competence to govern. The theoretical and actual responsibilities of governing boards are compared, and ways in which faculty and administrators can share authority with boards are discussed. It is concluded that senior administrators can influence a board's work by communicating with trustees, controlling board agendas and background information, influencing the selection and development of trustees, motivating desired behavior, and establishing strong relationships with faculty and other constituents who legitimate administrative authority. Faculty influence on boards derives from boards' and administrators' desire to share authority with faculty and from faculty's own authority within the institution. (MSE)

ED 301 070 FL 017 721
Freeman, David Freeman, Yvonne
Sheltered English Instruction. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 88
Contract—RI88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, Elementary Secondary Education, *English (Second Language), *Language of Instruction, *Limited English Speaking, Reading Strategies, *Second Language Instruction, Teaching Methods, Thematic Approach
Identifiers—*Content Area Teaching, ERIC Digests, Krashen (Stephen), *Sheltered English, Weinhouse (Marilyn)

The number of limited-English proficient (LEP) students in U.S. schools has increased dramatically in recent years. One type of instructional approach that offers promise in helping LEP students develop academic competence while also developing English proficiency is sheltered English. Students in these classes are "sheltered" in that they do not compete academically with native English speakers since the class includes only LEP students. In sheltered English classes, the variety of teaching methods employed includes: (1) extralinguistic cues (visuals, props); (2) linguistic modifications (pauses, repetition); (3) interactive lectures; (4) cooperative learning strategies; (5) focus on central concepts rather than on details; and (6) development of reading strategies (mapping). While sheltered English programs can be either monolingual or bilingual, English instruction is the key element in both. A model suggested by Weinhouse and Krashen describes sheltered English as a program of instruction for LEP students which consists of three components: sheltered English instruction, primary language instruction, and mainstream English instruction. Teachers for sheltered English programs are drawn from the regular teaching staff, but may also include teachers of English as a Second Language (ESL). Sheltered English programs can contain elements of three other instructional approaches: bilingual education, immersion education, and content-based instruction. A reference list is appended. (DJD)

ED 301 069 FL 017 720
Wilson, Jo Anne
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 88
Contract—RI-88062010
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *Developmental Continuity, *Educational Planning, Elementary Secondary Education, *FLES, Second Language Instruction
Identifiers—ERIC Digests

The increased interest in FLES (Foreign Language in the Elementary Schools) programs has prompted many foreign language educators to consider the impact of program articulation on the development of a successful K-12 language program. Program articulation is the process of providing a smooth transition between foreign language classrooms, and can be viewed from two perspectives: horizontal and vertical. Horizontal articulation focuses on teaching objectives, strategies, and materials, and aims at maintaining continuity between FLES classrooms at the same level. Vertical articulation refers to the direction of the curriculum between schools and stresses that secondary schools must provide foreign language classes appropriate for those students who have experience in FLES classrooms. Specific successful models of program articulation include that of Ferndale High School (Michigan) and Cody Elementary Academy (Michigan). Such successful programs result from ongoing communication and cooperation at all levels, and from a realistic recognition of all the issues involved. (DJD)

ED 300 848 CS 506 459
Aiex, Nola Kortner
Using Film, Video, and TV in the Classroom. ERIC Digest Number 11.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Films, Higher Education, *Instructional Materials, Interdisciplinary Approach, *Mass Media Role, *Television, *Videotape Recordings
Identifiers—ERIC Digests

Teachers have long used the media-and particularly film-to accomplish various instructional objectives such as building background for particular topics or motivating student reaction and analysis. The appeal of visual media continues to make film, video, and television educational tools with high potential impact; and (because of videocassette recorders) they are now considerably more accessible and less cumbersome to use. Film can be used as an adjunct to almost any discipline and is particularly effective in teaching different kinds of learners. Film can link disciplinary perspectives, can serve very specific courses and units, and can target and motivate writing. The mass media are an integral part of the environment in which today's students learn to read, write, listen, speak, and make meaning of their lives. This is a major reason that a properly designed course of instruction can use film to channel a student's enthusiasm and route it to an academically useful goal. (MS)

ED 300 847 CS 506 458
Aiex, Nola Kortner
Using Newspapers as Effective Teaching Tools. ERIC Digest Number 10.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Citizenship Education, Consumer Education, Elementary Secondary Education, Higher Education, *Instructional Materials, *Newspapers, *Reading Materials
Identifiers—ERIC Digests, *Newspaper in Education Program

Use of the mass media as a teaching instrument in the classroom has increased considerably at all grade levels in the past few years. The newspaper is the most widely used of the media, the direct result of a national campaign by publishers, known as "Newspapers in Education" (NIE). This initiative encourages the use of newspapers as an educational tool both to complement and to supplement traditional classroom texts and resource materials. There are a number of ways teachers can use newspapers to teach comprehension and critical thinking and to help students develop sensitivity and awareness of the self, the community, the nation, and the world. Some teachers have developed classroom materials using the newspaper for specialized instructional purposes, while others employ the newspaper as a foundation for law-related courses. Still others have devised a newspaper course for older students that helps prepare them for effective citizenship in an independent world, providing instruction in global concepts such as economic interdependence, the migrations of people, environmental independence, cultural diffusion, the communication revolution, and cultural diversity. Newspapers can also prove to be beneficial for teaching adult education students and learning disabled students. For readers at all levels, the newspaper can be a versatile tool to obtain useful and interesting information while developing an individual's ability to read. (MS)

ED 300 805 CS 009 420
Beecher, Jeff
Note-Taking: What Do We Know about the Benefits? ERIC Digest Number 12.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Research, *Encoding (Psychology), Higher Education, *Learning Strategies, *Notetaking, *Review (Reexamination), Secondary Education, *Study Skills
Identifiers—ERIC Digests

Researchers have long debated on whether note-taking results in improved student performance on tests. Over the years, researchers have tried to verify that note-taking helps students "encode" the information involved and that notes are valuable as materials for review. C. C. Crawford's 1925 study concluded that taking notes was better than not taking notes, that reviewing notes was a key to their impact, and that organizing notes effectively contributes to improved performance on tests. There is growing evidence that note-taking combined with critical thinking facilitates retention and applications of the information. One study found that successful college students engaged in greater integrative processing during note-taking, and that note-taking itself "enhances organizational processing of lecture information." Other research shows that note-taking is an effective learning strategy and that the amount of note-taking is related to academic achievement. While most note-taking research continues to measure the impact of note-taking on recall as measured by tests, there is increasing emphasis on cognitive analyses that may have more explicit instructional implications in the near future. (Twenty-seven references are listed.) (MS)

ED 300 336 SO 019 732
Hunter, Kathleen
Heritage Education in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-10
Pub Date—Nov 88
Contract—RI88062009
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Core Curriculum, Curriculum Development, Elementary Secondary Education, *Interdisciplinary Approach, Local History, North American Culture, *Social Studies, State History, United States History
Identifiers—ERIC Digests, *Heritage Education

This ERIC Digest discusses heritage education in terms of: (1) what it is; (2) why it belongs in the core curriculum; (3) how it relates to social studies education; and (4) the qualities of exemplary heritage education programs. Heritage education is defined as an approach to teaching and learning about history and culture that uses information available from the material culture and the human and built environments as primary instructional resources. As part of schools' core curricula, heritage education supports U.S. unity and emphasizes the rich diversity of the U.S. population. The best method of including heritage education in the curriculum is to integrate it into existing curriculum patterns. This digest lists the National Trust for Historic Preservation's (Washington, D.C.) nine qualities of exemplary programs and references, including ERIC resources. (JHP)

ED 300 032 IR 052 529
Schamber, Linda
The Novice User and CD-ROM Database Services. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-2
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Costs, Databases, Futures (of Society), Microcomputers, *Online Systems, *Optical Data Disks, *Reference Services, *Users (Information)
Identifiers—ERIC Digests

This digest answers the following questions that beginning or novice users may have about CD-ROM (a compact disk with read-only memory) database services: (1) What is CD-ROM? (2) What databases are available? (3) Is CD-ROM difficult to use? (4) How much does CD-ROM cost? and (5) What is the future of CD-ROM? (15 references) (MES)

ED 300 031 IR 052 528
Schamber, Linda
ERIC on CD-ROM: Update. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-IR-88-1
Pub Date—May 88
Contract—RI88062008
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographic Databases, *Computer Software, Microcomputers, Online Searching, *Online Systems, *Online Vendors, *Optical Data Disks, *Reference Services
Identifiers—*ERIC, ERIC Digests

This digest discusses advantages and disadvantages of CD-ROM use in libraries and information centers and lists features of three CD-ROM versions of the ERIC database-Dialog OnDisc ERIC, OCLC Search CD450, and SilverPlatter ERIC. Brief descriptions of these products focus on the differences among them, including equipment requirements, search modes, sorting, onscreen help, and print documentation. Addresses and telephone numbers for the vendors are provided. (MES)

ED 299 594* CS 211 542
Aiex, Nola Kortner
***Storytelling: Its *Wide-Ranging Impact in the Classroom. ERIC Digest Number 9. IDEN: *Story Telling by Children; ERIC Digests**
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Class Activities, Elementary Secondary Education, Expressive Language, Learning Activities, Narration, *Oral Language, *Story Telling
Identifiers—*Story Telling by Children

Storytelling, a creative art form with a long history and considerable instructional potential, is increasingly regarded in schools and communities as literature. Recent papers and articles in the ERIC database discuss the use of storytelling in the classroom to develop language abilities, literature appreciation, critical thinking and comprehension, and understanding of community and self. Storytelling is effective in fostering a relaxed and intimate atmosphere in the classroom. Numerous activities can be employed to build children's storytelling skills. For a classroom teacher who wishes to use storytelling, it is best to begin with a simple story with action, a definite climax, and a conclusion the students will find satisfactory, and to remember that enjoyment is the first and chief consideration. The second consideration in effective storytelling should be to encourage exploration and experimentation with language. (Twenty-two references are attached.) (SR)

ED 299 458 CE 051 132
Naylor, Michele
Trends and Directions in Career Education. ERIC Digest No. 79.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Educational Change, *Educational Needs, Educational Objectives, *Educational Trends, Futures (of Society), Postsecondary Education, *Program Content, *Program Improvement, Relevance (Education), School Business Relationship, School Community Relationship, Secondary Education
Identifiers—ERIC Digests

The repeal of the Career Education Incentive Act of 1977 in 1981 and a number of societal changes in the last decade have altered the context of career education. Rapid changes in information and technology, changing family patterns, structural changes in the economy and labor market, and the trend toward lifelong education are all factors that have had a significant impact on the objectives and delivery of career education. The following areas merit special attention by educational planners and career educators alike: private sector/education partnerships; general employability needs; career awareness, exploration, and decision making; career infusion and educational reform; work as a meaningful part of the total life-style, the education-work relationship and career choice, and equity and career choice. Key issues that may shape the future of career education are the extent to which career education will (1) focus on employment as opposed to employability, (2) enhance partnerships between the educational system and the community, (3) serve as an effective educational reform movement, and (4) continue to be guided by and have the support of state and local leadership. (MN)

ED 299 457 CE 051 131
Naylor, Michele
Vocational Education and the Work Ethic in a Changing Workplace. ERIC Digest No. 78.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Education, *Critical Thinking, Decision Making, Employer Employee Relationship, *Ethical Instruction, Ethics, Problem Solving, *Program Content, *School Role, Secondary Education, Values Education, *Vocational Education, *Work Attitudes
Identifiers—ERIC Digests, *Work Ethic

Studies have shown that employers have traditionally agreed on the behaviors and attitudes they expect from employees and on the security and benefits that they are willing to provide in return. Various factors, including rapid technological advancement and increased foreign competition, have changed this. Today's workers generally have less job security than their predecessors. Furthermore, different employers have begun requiring different attitudes and behaviors from their employees. These changes have in turn made it necessary for vocational and career educators to revise their approach to preparing students to enter and function in the world of work. This revised approach, which has come to be known as vocational ethics, is intended to (1) provide students with a framework for recognizing and resolving internal and external ethical conflicts and (2) give students the opportunity to develop an enabling work ethic. Vocational ethics instruction is centered around two main topics: ethical reasoning skills and mediation skills (assertiveness, emphatic listening, principled negotiation, and risk taking). (MN)

ED 299 456 CE 051 130
Imel, Susan
Guidelines for Working with Adult Learners. ERIC Digest No. 77.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Adult Educators, *Adult Students, *Classroom Environment, *Classroom Techniques, Resource Materials, *Student Characteristics, *Student Evaluation, Teacher Student Relationship
Identifiers—ERIC Digests

Between 1969 and 1984, the number of adults participating in educational programs increased 79 percent and the number of adult education activities doubled. The following facts should be considered when developing instructional programs for adult learners: individuals can learn throughout their lives, adult life cycles influence learning, adults learn what they consider important, adults are often time-conscious learners, what is important varies among adults, adults generally (but not always) wish to be treated as such, and biological changes may affect learning. Creating a learning environment that meets the needs of adult learners is a key element of successful adult education programs. Some strategies for accomplishing this are as follows: establish adult-to-adult rapport, create a participatory environment, facilitate adult independence, and provide for individual differences. Although many adult learning activities do not require formal evaluation procedures, adult learners need to learn how to identify and evaluate their own resources, abilities, and knowledge realistically. When formal evaluation is required, adult students are best evaluated by using a collaborative approach. Recommended collaborative approaches include group decision making, learning contracts, and grading contracts. (MN)

ED 299 455 CE 051 129
Kerka, Sandra
Strategies for Retaining Adult Students: The Educationally Disadvantaged. ERIC Digest No. 76.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, *Dropout Prevention, *Educationally Disadvantaged, *Educational Strategies, Program Content, Program Development, *School Holding Power
Identifiers—ERIC Digests

The literature on retention of adult learners strongly suggests that previous educational attainment is closely tied to participation and persistence. Educationally disadvantaged adults are more likely to lack self-confidence and self-esteem, have negative attitudes toward education, and need mastery of basic skills such as literacy before attaining job skills that could improve their economic circumstances. Adult educators seeking to improve retention rates of economically disadvantaged individuals in their classrooms should not attempt to seek 100 percent retention. Rather, they should identify which types of retention are harmful to the vitality of their program and to student objectives. They should begin their retention efforts with recruitment, target recruiting to those whom the program is best equipped to serve, emphasize placement and counseling early on, and follow up inactive students with phone calls. Special attention should be given to developing and using strategies to deal with students' low self-confidence, perception of social disapproval, situational barriers, negative attitudes, and low personal priority. Besides lists of specific strategies for these purposes, the literature also contains descriptions of adult basic education programs that have succeeded in retaining high numbers of educationally disadvantaged learners. (MN)

ED 298 213 UD 026 346
Ascher, Carol
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students. ERIC/CUE Digest Number 42.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 88
Contract—RI-88062013
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free, include stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Administrative Problems, Compensatory Education, Curriculum Problems, *Economically Disadvantaged, Educationally Disadvantaged, Elementary School Students, Elementary Secondary Education, *Extended School Year, Parent Influence, Remedial Programs, Secondary School Students, Summer Programs, *Summer Schools, Supplementary Education, Teacher Effectiveness, Urban Schools, *Year Round Schools

Recent research shows no significant educational benefits from providing summer schools, extended school years, or year-round schooling to disadvantaged students. However, the severe educational difficulties faced by these students, combined with the many practical reasons for deviating from the traditional school year, are strong reasons why educators continue to hope for improvements in student achievement from these programs. While it is unfair to expect such improvements without a clear picture of how students learn over time, it is also clear that the programs themselves are in need of improvement. Program management problems associated with summer school include the following: (1) short duration; (2) loose organization; (3) little time for advance planning; (4) low academic expectations; (5) emphasis on "fun"; (6) discontinuity between the curriculum of the regular year and summer school; (7) time lost to establishment of teacher-student relationships; (8) teacher fatigue; (9) low attendance rate; and (10) homogeneous classes. Problems associated with year-round schooling include the following: (1) curriculum changes when schools switch from 9-month to year-round; (2) lack of support and assistance to teachers in adapting to the change; (3) insufficient provision for teacher fatigue; (4) administrative complexity of staggered schedules in secondary schools; and (5) parent objections. Additional research is needed on both student learning and the effects of various program components. A list of 10 references is included. (Author/FMW)

ED 298 076 SO 019 597
Patrick, John J.
Teaching the Bill of Rights. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-9
Pub Date—Oct 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adults, *Citizenship Education, Civics, *Civil Liberties, Civil Rights Legislation, Critical Thinking, Curriculum Enrichment, *Educational Assessment, Elementary Secondary Education, Law Related Education, *National Surveys, *Political Attitudes, School Surveys, Secondary School Students, Social Studies
Identifiers—Amendments, *Bill of Rights, Constitutional Processes, ERIC Digests, *United States Constitution

This ERIC Digest on teaching about the Bill of Rights in the schools examines the status, the deficiencies, and means to improve citizenship education. Currently, the Bill of Rights is taught at least four times during the elementary and secondary grades. Constitutional rights and liberties are stressed in K-12 curriculum goals for social studies guides published by local school districts, state departments of education, and the National Assessment for Educational Progress. A thorough understanding of the Bill of Rights is necessary for responsible citizenship, but a variety of surveys of U.S. adults and high school students revealed that they are not retaining important knowledge, values, and attitudes about constitutional rights and liberties. The deficiencies that were noted in these surveys are: (1) ignorance of the content and meaning of the Bill of Rights; (2) civic intolerance in application of constitutional liberties and rights; (3) misunderstanding of the federal judiciary's role in regard to Bill of Rights issues; and (4) inability to rationally analyze and judge issues. To improve this educational process, the Digest suggests: (1) teaching core concepts systematically through a rule-example-application strategy; (2) using case studies to teach skills in analyzing and judgment; and (3) establishing and maintaining an open classroom environment so that issues can be discussed. A 15-item reference and ERIC resources list is included. (DJC)

ED 298 073 SO 019 556
Heath, Phillip A.
Science/Technology/Society in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-8
Pub Date—Sep 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Civics, Critical Thinking, Curriculum Enrichment, Elementary Secondary Education, *Public Affairs Education, *Science and Society, *Social Studies, Technological Literacy
Identifiers—ERIC Digests

The current trend to include the relationships of science and technology to human societies in the social studies curriculum is the focus of this ERIC Digest. The Digest discusses: (1) major themes in education on science/technology/society (STS); (2) the rationale for emphasizing STS in the social studies; and (3) how to include STS in the curriculum. The major themes of STS suggest the compatability of STS with social studies and include worldwide issues such as nuclear power, genetic engineering, and unchecked population growth. Critical thinking skills for making rational decisions about these issues are described as are participation skills in civic action projects. The rationale for the inclusion of STS in the curriculum stresses the need to develop capabilities of synthesizing and applying knowledge from many academic disciplines. STS can be incorporated into the social studies curriculum by infusion into an existing history, geography, or civics course, extending an existing unit of study to include an activity based on a STS issue, or creating a separate course of study that focuses on current social problems and issues. A 10-item reference and ERIC resources list is included. (DJC)

ED 298 072 SO 019 555
Risinger, C. Frederick
Teaching about Religion in the Social Studies. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-7
Pub Date—Aug 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Cultural Awareness, Curriculum Enrichment, Instructional Materials, Religion, *Religious Education, Religious Factors, Secondary Education, Social Studies
Identifiers—ERIC Digests

Recently, there has been a movement to put religion and its influence on history back into the social studies curriculum. This ERIC Digest discusses: (1) reasons for including religion in the curriculum; (2) how religion is currently treated in the school curriculum; (3) guidelines for teaching religion in the classroom; and (4) resources available to implement in the curriculum. Religion is an active force in today's world, and for students to understand U.S. history and culture and the schisms in Ireland, the Middle East, and Afghanistan, for example, a thorough comprehension of religion is necessary. Citing the Supreme Court decisions written on Engle v. Vitale (1962) and Abington v. Schempp (1963) to support religion as an integral part of the curriculum, teachers, administrators, and schoolboards are cited as barriers in their efforts to avoid controversy within the community. However, if guidelines are established, teaching religion can be included in the curriculum without public outcry. Some guidelines include the study of religion without practicing, imposing viewpoints, or converting to any particular religion and the infusion of accepted methods and materials while providing a balanced understanding of culture, society, and religion. Resources are available to aid teachers in teaching about religion while staying with the U.S. Supreme Court guidelines. An 11-item reference and ERIC resource list is included. (DJC)

ED 297 935 SE 049 095
Hill, Johnny
Mathematics Learning in the Secondary School. ERIC/SMEAC Mathematics Education Digest No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Classroom Environment, Cognitive Style, Cooperative Education, *Educational Environment, Educational Research, Group Activities, Literature Reviews, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, *Mathematics Instruction, Peer Teaching, *Research Utilization, Secondary Education, *Secondary School Mathematics, Teacher Effectiveness, *Teaching Methods, Tutoring
Identifiers—ERIC Digests, Mathematics Education Research

This document explores teaching and learning of mathematics apart from what mathematics content is being taught. Cooperative learning and peer tutoring are seen as effective alternatives for providing mathematics instruction in secondary schools. The physical and intellectual environments of the classroom are discussed, with special attention paid to

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learning styles. It is concluded that several variables affect student achievement and attitude. Further, a variation in teaching strategy to include cooperative learning and peer tutoring might be beneficial. Teachers must be aware of how their styles, classroom conditions, student-student interactions, and student-teacher interactions may influence the attainment of educational objectives. (PK)

ED 297 481 EA 020 362
Klauke, Amy
Recruiting and Selecting Principals. ERIC Digest Series Number EA27.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062004
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per order).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Evaluation, *Administrator Qualifications, Administrator Responsibility, Administrator Role, *Administrator Selection, Affirmative Action, Assessment Centers (Personnel), Elementary Secondary Education, Employment Interviews, *Principals
Identifiers—ERIC Digests

This ERIC Digest is an overview of the process of recruiting and selecting principals. Criteria for selecting a principal should include problem analysis, organizational ability, decisiveness, effective communication skills, and stress tolerance, along with personal qualities such as dedication, creativity, and enthusiasm. Innovative steps that school districts are taking include indistrict training programs, career ladders, and internships, as well as outside recruitment. The selection process will be fair and comprehensive if a trained, diverse selection team considers information gathered from many sources and develops an interview process including simulations, written exercises, and situational questions, along with follow-up orientation and evaluation procedures. The last section addresses the importance of affirmative action in ensuring greater representation of women and minorities in school administration. (TE)

ED 297 402 CS 506 302
Robbins, Bruce
Creative Dramatics in the Language Arts Classroom. ERIC Digest Number 7.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Dramatics, *Drama, Elementary Secondary Education, *English Instruction, *Language Arts, Readers Theater, Role Playing, Simulation, Teaching Methods
Identifiers—*Drama in Education, ERIC Digests, Facilitators, Improvisation

Literature on classroom drama suggests that there is considerable untapped potential for using drama as a teaching method in the English classroom. Studies have shown that high school students using dramatic enactment experienced more instances of higher order thinking, more topic-specific emotions, decreased apprehension, and less topic-irrelevant thought than students in the non-dramatic mode. Drama has varied applications in the classroom, including improvisation; role-playing; readers' theater; choral readings; and writing and producing radio programs, television screenplays, or documentaries. In using drama in the classroom, the teacher becomes a facilitator rather than an authority or the source of knowledge. As collaborator and guide, the teacher sets the topic and starts things in motion, but the students' choices determine the course the lesson will take. With practice, teachers of English will discover that the use of drama techniques in the classroom can become a vital part of their teaching repertoire. (MS)

ED 297 303 CS 009 257
Kress, Roy
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading. ERIC Digest Number 6.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Testing, Educational Trends, Elementary Secondary Education, *Informal Reading Inventories, *Reading Diagnosis, Reading Research, *Remedial Reading, Theory Practice Relationship
Identifiers—ERIC Digests

Two trends have emerged in recent years in the diagnosis of remedial readers, which–when applied with caution–may be of reasonable value to the clinician and the teacher. One of these trends has been the promotion of informal assessments, and an accompanying plethora of commercial informal reading inventories (IRIs). These instruments are designed to replace any that might be made by the teachers and clinicians who use them, and thus they should be examined carefully and customized to minimize their significant limitations. IRIs are often used to place readers in materials of appropriate difficulty. Some reports in the ERIC database suggest it is harmful to place children in unnecessarily low reading groups; others show that many experienced teachers identify materials that will insure success for the remedial reader. Another trend is the use of computerized diagnosis of a reader. While such information would be useful as a part of data collection, it should not be a major factor in placement and instructional decisions, which require precise individual assessments. (SR)

ED 297 003 SP 030 601
Critical Thinking Skills and Teacher Education. ERIC Digest 3-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Abstract Reasoning, *Cognitive Development, *Critical Thinking, *Enrichment Activities, Higher Education, *Preservice Teacher Education, Problem Solving, *Teacher Education Programs
Identifiers—ERIC Digests, *Thinking Skills

In this brief review of current literature on developing critical thinking skills in prospective teachers, the focus is on how critical thinking can be taught and how emphasis on critical thinking will affect teacher education. Some programs are cited that promote critical thinking and references are included. (JD)

ED 297 002 SP 030 600
How Do Teachers Communicate? ERIC Digest 2-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communication Skills, Elementary Secondary Education, *Evaluation Methods, *Research Utilization, *Standardized Tests, State Standards, *Teacher Evaluation
Identifiers—ERIC Digests

Literature on evaluating the communication skills of teachers is briefly reviewed in this paper. Topics under consideration include how different states evaluate communication, how communication should be evaluated, whether or not state assessments reflect current research on teacher assessment, and how useful is the attempt to assess communication skills. (JD)

ED 297 001 SP 030 599
Fisher, Janet M.
Assessment Tools for Adapted and Regular Physical Education. ERIC Digest 1-88.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—400-83-0022
Note—18p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adapted Physical Education, *Diagnostic Tests, Elementary Secondary Education, *Evaluation Methods, Measures (Individuals), Program Evaluation, *Student Evaluation
Identifiers—ERIC Digests

A list is presented of diagnostic tools for regular physical educators who are also involved in adapting physical education programs for children with disabilities. The tests are identified according to the student population served (normal, mentally retarded, severely handicapped, etc.), and the body function being assessed (gross motor, balance, body laterality, etc.). The address of the company or association that furnishes each test is also listed. (JD)

ED 296 950 SO 019 428
White, Charles S.
Computers in Social Studies Classrooms. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-5
Pub Date—Jun 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Computer Assisted Instruction, Computer Software, Elementary Secondary Education, Instructional Improvement, Learning Activities, *Social Studies
Identifiers—ERIC Digests

Integrating computer-based learning tools into the curriculum has been slow, and the results of actual usage have been inconclusive; however, the potential for effective instruction should increase use by teachers and students. This ERIC Digest discusses three topics: (1) computer use in the classroom; (2) what is known about the effects of computer use on teaching and learning; and (3) trends likely to develop in the use of computers. Discussion of computer software includes drills, tutorials, simulations, and databases as the most commonly used programs in classrooms. Research results of computer use are presented in terms of the effects of drills and tutorials, simulations, and databases. Five projected trends include these beliefs: (1) computers will become standard fixtures because they have proven to be useful tools; (2) the national movement towards the development of thinking skills will be supported by the use of databases; (3) software development will increase as demands are made for curriculum integration; (4) there will be increased development of interactive videos; and (5) access to data will increase through the use of modems, CD-ROM discs, and hypermedia systems. A 14-item list of references and Educational Resources Information Center (ERIC) resources is included. (DJC))

ED 296 949 SO 019 411
Seiter, David
Economics in the Curriculum. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-4
Pub Date—May 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social

Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Design, *Economics, *Economics Education, *Elementary School Curriculum, Elementary Secondary Education, *Secondary School Curriculum, *Social Studies
Identifiers—ERIC Digests

Economics education in elementary and secondary schools is essential in order to prepare a responsible citizenry that can cope with economic problems and issues. This ERIC Digest examines: (1) the primary goal of economics education; (2) current economics curriculum patterns; and (3) methods of improving the economics curriculum. The basic concepts of economics education should be included in a social studies core curriculum and curriculum patterns should include: (1) the use of separate economics courses; (2) the general infusion of economics principles and concepts into other courses; or (3) the utilization of specific units of economics instruction within existing courses on other subjects. One method of improving economics education is to combine an infusion strategy in grades K-12 with a required one semester high school course. Four characteristics of a sound secondary school economics course include: (1) an emphasis on basic concepts and principles; (2) teaching strategies that elicit active student learning; (3) the connection of concepts and principles to other school subjects and citizenship roles; and (4) the application of knowledge to public issues and problems. The use of quantitative analysis and macro-economics should be emphasized. A 16-item bibliography is appended. (JHP)

ED 296 948 SO 019 394
Pereira, Carolyn
Law-Related Education in Elementary and Secondary Schools. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-SO-88-6
Pub Date—Jun 88
Contract—RI88062009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Indiana University, 2805 East Tenth St., Suite 120, Bloomington, IN 47408.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, Curriculum Design, *Elementary School Curriculum, Elementary Secondary Education, *Law Related Education, *Secondary School Curriculum, *Social Studies
Identifiers—ERIC Digests

Teaching about law-related education (LRE) in elementary and secondary schools is an important social studies trend. This ERIC Digest considers: (1) the meaning of law-related education; (2) reasons for including LRE in the curriculum; (3) methods of incorporating LRE into a curriculum; and (4) characteristics of effective LRE programs. Education for citizenship in a constitutional democracy is the primary goal of LRE. Reasons for including LRE in a curriculum are the: (1) development of knowledge, skills, and attitudes needed for citizenship; (2) prevention of delinquency; (3) growth of student interest in social studies; and (4) provision of breadth and depth in social studies education. Special events, units, specific courses, or the infusion of LRE into already-established courses can be used to implement LRE into the curriculum. The characteristics of an effective LRE program include: (1) extensive student interaction; (2) course content that involves a balanced treatment of issues; (3) the use of outside resource persons; (4) strong school administrative support; and (5) systematic staff development. Student growth in both knowledge and character should be stressed. A seven-item bibliography is included. (JHP)

ED 296 913 SO 018 799
Wojtan, Linda S.
Teaching about the Pacific Rim. ERIC Digest No. 43.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, *Cultural Awareness, Curriculum Development, Elementary Secondary Education, Foreign Countries, Geography, Geography Instruction, Learning Strategies, *Multicultural Education, *Social Studies
Identifiers—Asian Pacific Region, ERIC Digests, *Pacific Basin Countries

This ERIC Digest examines: (1) the meaning of the term "Pacific Rim"; (2) reasons for emphasizing the Pacific Rim in the social studies curriculum; and (3) useful strategies for teaching about this part of the world. The terms, Pacific Rim and Pacific Basin, are used interchangeably; however, the "Rim" refers to those nations bordering the Pacific Ocean, while "Basin" includes all the island nations. Due to unprecedented growth in trade and finance, many of the Pacific Rim nations are achieving increasing global significance. Three reasons for including the Asian Pacific Rim in elementary and secondary schools social studies curriculum are: (1) economic interdependence of the United States with countries of the Pacific Rim; (2) military and political importance of the Pacific Rim; and (3) growing rates of immigration from the Asian Pacific countries to the United States. Useful strategies for teaching about the Pacific Rim include emphasizing the diversity of Pacific Rim cultures and using studies of modernization and change in Pacific societies to provide insights into global change. The study of Asian Pacific culture not only enhances understanding of these people but also fosters a sense of appreciation for social diversity found in the United States. A list of resources is included. (SM)

ED 296 820 RC 016 599
Rios, Betty Rose D.
"Rural"–A Concept Beyond Definition? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-09
Pub Date—Mar 88
Contract—400-86-0024
Note—12p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Size, *Definitions, Demography, Enrollment, Geographic Distribution, Local Issues, Qualitative Research, *Rural Areas, *Rural Education, *Rural Schools, School District Size, School Size, Social Environment, *Socioeconomic Influences
Identifiers—*Conceptual Approach

Defining the concept "rural" to the satisfaction of demographers, policymakers, educational researchers, sociologists, journalists, and legislators is an ongoing and complex problem. As a sampling of definitions used by different researchers/agencies illustrates, the two categories of definitions of rural–qualitative and quantitative–generally spring from different needs. Agencies and researchers need quantitative measures that can be easily manipulated, sorted, and compared. Others who are closely involved know that their part of rural America is qualitatively different from other rural areas. These two divergent needs, to quantify and to qualify, present a dilemma in terms of access to resources and programs for rural America and for rural education. It is difficult to capture qualitative measures in ways that readily translate to legislation, policy, or management. Further, rural America's insistence that it is not only different, but has differences within itself, is both its strength and its weakness. The inability to present a unified, powerful rural America to legislators and other policymakers ensures that rural issues, such as education, will continue to suffer from a lack of recognition and resources. Twenty-three references are appended. (JMM)

ED 296 819 RC 016 598
Martinez, Diana I. Ortiz de Montellano, Bernardo R.
Improving the Science and Mathematic Achievement of Mexican American Students Through Culturally Relevant Science. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-07
Pub Date—Mar 88
Contract—400-86-0024
Note—19p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indians, Cultural Awareness, Cultural Enrichment, Elementary Secondary Education, *Mexican Americans, *Relevance (Education), Resource Materials, *Science Careers, Science Course Improvement Projects, *Science Curriculum, *Science Instruction
Identifiers—Cultural Contributions, *Culturally Relevant Curriculum, Cultural Relevance, ERIC Digests

There are many ways in which science can be made culturally relevant: archeoastronomy, mathematics, geology, ethnobotany, chemistry, and art can all be taught from a perspective celebrating the accomplishments of Mexican American and American Indian science and encouraging exploration. A culturally relevant curriculum provides teachers with resource materials and approaches allowing them to enable students to: develop pride in their culture's contribution to science, learn science from a familiar cultural base, be motivated to consider science as a career, and recognize the importance of science in their life. A joint project between the Society for the Advancement of Chicanos and Native Americans in Science and the Project for Renewed Incentives in Science and Education in Los Angeles (California) is developing workshops to introduce teachers to culturally relevant materials and specific activities that can be used at different grade levels. Topics include Archeoastronomy, Maya Mathematics and Calendar, Geology, Feeding the World–Productivity of Food Plants, Herbal Medicine/Ethnobotany, Science and Creativity in the Diego Rivera Murals in Detroit, Botany and Mesoamerican Designs, and the Chemistry of Color. As science is stimulated, students typically not attracted to science careers will be more aware, and the differences in participation rate of minorities in science and engineering may increase. (JMM)

ED 296 818 RC 016 597
Swift, Doug
Preparing Rural Students for an Urban Environment. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-08
Pub Date—Mar 88
Contract—400-86-0024
Note—16p.; For a related document, see ED 270 243. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adjustment (to Environment), *Budgeting, Entrepreneurship, Higher Education, Individual Characteristics, *Job Search Methods, *Rural to Urban Migration, Rural Urban Differences, *Rural Youth, Secondary Education, *Urban Environment
Identifiers—ERIC Digests

Continued, substantial migration of rural students to urban areas for work or further education can be expected, and preparing students for the move from rural to metropolitan areas is an important responsibility for educators. The differences between rural and metropolitan areas are significant, and appropriate preparatory activities in high school can ease the transition. Personal characteristics and values play a big part in a person's ability to adjust to a dramatically different environment. Inventories of personality traits, values, lifestyle, and family orientation can be developed individually, in classroom groups and in discussion with family and friends. Activities to increase assertiveness and to adopt language habits and personal mannerisms appropriate to the city are important in the preparation process. Assessment of skills, abilities, interests, and previous work experience–as well as completing application forms, writing letters of interest and resumes, and learning about appropriate dress and grooming–will greatly improve the probability of finding a job well suited to the individual. Preparation for adjusting to an urban lifestyle, urban higher education, and realistic budgeting are also important. Rural entrepreneurship may be an option if a move to the city is not desired. (JMM)

ED 296 817 RC 016 596
Rincon, Rodolfo
Exploring Alternatives to Consolidation. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-05
Pub Date—Jan 88
Contract—400-86-0024
Note—14p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Centralization, Community Benefits, *Consolidated Schools, Educational Technology, Elementary Secondary Education, High Schools, Interdistrict Policies, *Rural Schools, *School District Reorganization, School District Size, Shared Facilities, *Shared Resources and Services, *Small Schools, State Action, Student Exchange Programs
Identifiers—*Alternatives to Consolidation, Cluster Districts, ERIC Digests

School reorganization has been used extensively as a strategy to deal with the problems of small and rural schools. However, there is no comprehensive evidence to prove that consolidation has met the problems of finance, staff, facilities, and curriculum for which it has been advocated, nor are consolidation's disadvantages and ill-effects of the community usually considered. Partial school reorganization allows a middle-of-the-road response to decreasing enrollments, tight budgets, and increased federal/state demands to provide students in isolated areas equal access to education. Three types of partial reorganization include: (1) Central High School Districts (when two or more school districts combine high school programs but retain separate elementary programs); (2) Cluster Districts (providing services shared by separate neighboring school districts, allowing access by students of different schools); and (3) Exchange of Students for Tuition (sending students to neighboring school districts for instruction). Personnel, programs, and equipment may also be shared–formally or informally–to provide services to students. Sharing may also be implemented through a state organizational structure. Other helpful approaches include state intervention and state financial aide, multiple teacher certification, application of computer modelling results, community designed reorganizations, and distance education. Thus, full-scale reorganization is not the only solution. (JMM)

ED 296 816 RC 016 595
Sanders, James R.
Approaching Evaluation in Small Schools. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-03
Pub Date—Jan 88
Contract—400-86-0024
Note—13p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board of Education Role, Curriculum Evaluation, Decision Making, Educational Facilities Improvement, *Educational Planning, Educational Quality, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Needs Assessment, Problem Solving, *Program Evaluation, *Small Schools, Staff Role
Identifiers—Discrepancy Analysis, ERIC Digests, Problem Solving Assessment, Program Review, School Improvement Model

Although evaluation plays many roles in schools–support for administrative decision-making, curriculum improvement, staff development, public relations, instruction, counseling, diagnosing problems for students and staff, planning–recent studies of school district evaluation practices indicate that little overall consistency exists in the form of evaluation used by small schools. Three evaluation strategies for school leaders with few resources and limited time are reviewed. The Program Review Committee Approach for Curriculum Evaluation involves establishing a committee which reviews one or two programs each year and makes recommendations, with the approval of the school superintendent, to the school board. The Problem-Solving Approach for School Improvement requires an annual pre-school year stocktaking at the building level to inventory the strengths and weaknesses of the school; priorities are then set to address deficiencies during the school year. The Discrepancy Approach for Assessing School Needs and Planning has staff members define what they believe are ideal characteristics for their school. The principal then organizes the characteristics into a description against which discrepancies can be compared. This approach keeps a school developing in the direction of the collective vision of its staff. Through systematic evaluation, staff members can work together to improve the quality of their schools. (JMM)

ED 296 815 RC 016 594
Reck, Carleen
Small Catholic Elementary Schools: An Endangered Species? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Catholic Educational Association, Washington, D.C.; Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-06
Pub Date—Nov 87
Contract—400-86-0024
Note—18p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Catholic Schools, Class Size, Community Involvement, *Educational Quality, Elementary Education, *Elementary Schools, Interdisciplinary Approach, Leadership, Learning Motivation, Parochial Schools, Resource Materials, School Organization, *School Size, *Small Schools, Student Participation, Teacher Effectiveness, Teacher Student Ratio, Teamwork
Identifiers—ERIC Digests

Although the existence of small Catholic elementary schools (enrollment: 300 or less) is precarious, these institutions enable students to succeed academically beyond national norms, due to the special learning environment that they provide. The recent Small Schools Survey of Catholic elementary schools indicated that classes in small Catholic schools scored exceptionally well in all of the basic learning areas: reading, mathematics, reference skills. This achievement has important implications for the viability of other very small schools, be they private, religious, or public, and supports other educational research showing that size alone does not indicate the quality of a school. Principals whose small Catholic elementary schools modeled above average academic achievement reported that the academic advantages of small schools due to low teacher-to-pupil ratios included: use of more varied materials and tasks, higher levels of thinking due to more demanding assignments, increased opportunities for participation, formulation of better study habits, community support and greater opportunities for leadership. Team concept, priorities, skill organization, planning for content subjects, an interdisciplinary approach, and instructional assistance were cited as effective elements in school-wide organization, and knowledge of key concepts and skills, individualization, and room arrangement contributed to effective teaching. Reasons for school failures and ideas for generating support are included. (JMM)

ED 296 814 RC 016 590
Rasmussen, Linda
Migrant Students at the Secondary Level: Issues and Opportunities for Change. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-10
Pub Date—Mar 88
Contract—400-86-0024
Note—12p.; For a related document, see ED 270 242. Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, Access to Education, Change Strategies, *Dropout Prevention, Dropouts, *Educational Change, Educational Needs, Educational Strategies, Family School Relationship, *Migrant Adult Education, Migrant Problems, Migrant Programs, Migrant Youth, *School Holding Power, Secondary Education, *Secondary School Students, Student Attrition, Student Mobility, *Student Needs, Student Problems, Student School Relationship, Teacher Student Relationship, Withdrawal (Education)
Identifiers—ERIC Digests

Children of migrant farmworkers are among the segments of the population most difficult to educate. Data from 1974 indicates the average migrant student had a 40% chance of reaching ninth grade, an 11% chance of reaching 12th grade, and a less than 10% chance of graduating from high school. Factors correlated with students quitting school are failure in classes, dislike of school, having few credits, little involvement in extracurricular activities, poor grades, extensive migration, limited English fluency, and lack of self-assurance and family support. Needs of migrant secondary school students are affective (supportive, positive atmosphere); cognitive (remedial assistance, study skills development, time management, academic and vocational guidance); and technical (appropriate age/grade placement, credit acceptance, knowledge of graduation requirements). Direct services that secondary schools can offer to assist migrant students include academic assistance (counseling, credit accrual, tutoring, extended day/week/year programs, and special summer programs); career awareness (work experience programs and vocational education); alternative support programs (cooperative projects with community organizations and businesses and high school equivalency programs); and post-secondary programs (College Assistance Migrant Program, College Bound, and Mini-Corps). Suggested regional, state, and national efforts include staff development, model programs, advocacy, information dissemination, and expanded use of existing programs/organizations. (NEC)

ED 296 813 RC 016 589
Brescia, William Fortune, Jim C.
Standardized Testing of American Indian Students. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-15
Pub Date—Mar 88
Contract—400-86-0024
Note—13p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Achievement Tests, *American Indian Education, American Indians, Aptitude Tests, Cultural Differences, *Culture Fair Tests, Elementary Secondary Education, *Standardized Tests, Student Characteristics, Test Bias, Testing, *Testing Problems, Test Interpretation, *Test Validity
Identifiers—ERIC Digests

The testing of many American Indian children using standardized exams (achievement, aptitude, ability, and intelligence tests) developed for the majority American society represents a case of cross-cultural testing which is likely to produce invalid results in the form of underestimation of student performance. Requirements for obtaining accurate and appropriate scores include matched level of test to the students, clarity and comprehensiveness in the administration of instructions, and logistics. Requirements associated with test interpretation include norms, reliability, and validity. Underestimation may occur in the standardized testing of American Indian students by students not exhibiting behaviors required in successful test-taking, students not reading the questions accurately, students not having the assumed experience or cognitive structure to respond to certain items, and students lacking the opportunity to practice key behaviors required by the test. Many American Indian students fail to exhibit successful test-taking behaviors due to a multiplicity of underlying causes: cultural beliefs, language, and the setting in which many children are reared. Test users can contribute to better test-taker performance by assuring that students have had exposure to experiences assumed in the test design, opportunities to develop requisite skills, circumstances necessary to value successful test performance, and an understanding of instructions and time requirements. (NEC)

ED 296 812 RC 016 582
Cajete, Gregory A.
Motivating American Indian Students in Science and Math. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-02
Pub Date—Jan 88
Contract—400-86-0024
Note—15p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Education, American Indians, Cultural Differences, Elementary Secondary Education, Family School Relationship, Learning Activities, Learning Motivation, *Learning Strategies, *Mathematics Instruction, *Relevance (Education), *Science Instruction, Student Characteristics, *Student Motivation, Student Needs, Teacher Role, Teaching Methods
Identifiers—ERIC Digests

The digest summarizes major characteristics of American Indian student needs in the disciplines of science and math and offers constructive ways in which students may be motivated for greater achievement. Motivational, attitudinal, and behavioral factors contributing to avoidance of science and math by American Indian students are identified: conflicts between home and school regarding the purpose/importance of school; movement away from lessons in context and interdisciplinary approaches toward more structured and linear approaches in junior high; and a social organization of lesson presentation which is less group oriented and more authoritarian. Characteristics of American Indian students' learning styles which may affect science and math motivation are outlined: seeing and listening, practicality, caution, and field sensitive orientation. Suggestions for teaching science and math as creative processes and cultural systems of knowledge include: deriving creative content from students' immediate environment; integrating contemporary American Indian issues and concerns with related scientific information; utilizing American Indian culturally based content; establishing learning situations which are experientially based; incorporating creative writing as part of the presentation of science and math content; presenting art as an ideal vehicle for creativity in science and math; and exploring effects of technology on human lifestyles. (NEC)

ED 296 811 RC 016 581
Kielsmeier, James C.
Outdoor Centers and Camps: A 'Natural' Location for Youth Leadership Development. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-13
Pub Date—Mar 88
Contract—400-86-0024
Note—19p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adventure Education, Experiential Learning, Leadership Styles, *Leadership Training, Learning Activities, *Outdoor Education, Program Descriptions, *Program Design, Student Leadership, *Youth Leaders
Identifiers—Action Reflection Relationship, Empowerment, ERIC Digests, *National Youth Leadership Council

This digest offers camp leaders, outdoor experiential educators, school and college faculty, or youth agency staff who are interested in nurturing youth leaders a framework for designing youth leadership programs which employ an outdoor setting as a "leadership classroom." Basic categories for leadership theory are defined: trait theory, situational leadership, organizational leadership, power, and ethical assessment. Key elements in shaping an outdoor setting into a supportive community are discussed: staff, setting, and scheduling. Essential elements forming the core framework for curriculum development are identified: revisioning, empowerment, action, and reflection. Learning modules proven successful in National Youth Leadership Council leadership training programs are described: moral and ethical simulations, adventure challenge, community building, service learning, performing arts, and action planning. Names, addresses, and telephone numbers of 12 programs employing all or a portion of the elements of youth leadership development mentioned in the digest are listed. (NEC)

ED 296 810 RC 016 580
Florey, Janice Tafoya, Nancy
Identifying Gifted and Talented American Indian Students: An Overview. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-14
Pub Date—Mar 88
Contract—400-86-0024
Note—16p.; Because this Digest was published in colored ink, on colored paper, and in reduced type size (for compression), a full-size typescript version has also been included here.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability, Academically Gifted, Access to Education, American Indian Education, *American Indians, Comparative Analysis, Cultural Differences, *Culture Fair Tests, Elementary Secondary Education, Eligibility, *Gifted, Standardized Tests, *Talent Identification, *Teacher Role, Teacher Student Relationship, *Test Bias, Whites
Identifiers—ERIC Digests

A 1982 study revealed that American Indians comprise .8% of public school students, but only .3% of those participating in gifted programs, whereas respective White figures are 73.3% and 82%. Factors contributing to the inappropriateness of standardized assessment tools for identification of gifted American Indian students are neglect of subcultural values, abilities, and knowledge in assessment instruments and procedures; use of exclusive training in application of middle class measurement instruments; belief that object measurement is the only way to conduct assessment; inadequate attention to problems of motivation and negative reactions to the examiner; failure to include sufficient numbers of minority students in standardization calculations, and lack of knowledge about culturally valued talents of American Indian students. Educators must consider whether the child exhibits outstanding powers in one or more abilities valued by the child's culture, measures at a bright average level in national norms in both ability and achievement, demonstrates creativity, and shows leadership potential. Educators must also assess verbal and nonverbal responses, provide adequate time for students to answer, develop questioning procedures to elicit multiple responses on items giving credit for such responses, assess a wide range of abilities, and use a matrix rather than one factor for making decisions. (NEC)

ED 296 809 PS 017 562
Willer, Barbara
Quality or Affordability: Trade-Offs for Early Childhood Programs? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Caregivers, Comparable Worth, *Day Care, *Day Care Centers, Early Childhood Education, *Educational Quality, Family Role, Program Costs, Teacher Salaries
Identifiers—Day Care Licensing, ERIC Digests

The demand for child care services in the United States continues to grow, stretching the levels of program quality to the limit. In fact, the country is facing a crisis in child care. Affordable child care continues to be a major issue for many families. Solutions to the current crisis in child care must, in addition to insuring affordability, assure (1) the quality of programs; (2) adequate compensation for teachers; and (3) availability to all families. Many families are unable to afford the cost of child care; subsidies to these families would allow them access to quality programs. To fight the problem of high turnover rate among child care workers, substantial increases in wages and benefits are necessary. Licensing of early childhood programs is another important issue, and parents need to work with states to monitor program quality without hindering availability. An integrated approach to dealing with the day care crisis is essential; there can be no trade-offs between quality and affordability. (SKC)

ED 296 766 JC 880 326
Mabry, Theo N.
Alternative Scheduling. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-2
Pub Date—Apr 88
Contract—RI88062002
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Cost Effectiveness, Program Costs, *Program Length, *Scheduling, *School Schedules, *Weekend Programs
Identifiers—ERIC Digests

Alternative scheduling provides community colleges with a means to adapt to declining enrollments and fiscal exigencies, and to respond the demand for accountability to students. Strategies such as departing from traditional semester- or quarter-length courses and developing weekend programs have been implemented at certain institutions to encourage college attendance among new segments of the local population. Other options, such as lengthening class periods or shortening the school week, have been pursued to reduce costs for students and/or the institution. (MDB)

ED 296 765 JC 880 325
Job Satisfaction among Community College Faculty. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-03
Pub Date—Jun 88
Contract—RI88062002
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Community Colleges, *Faculty College Relationship, *Job Satisfaction, Research Design, Teacher Burnout, Teacher Characteristics, *Teacher Morale, Two Year Colleges

Identifiers—ERIC Digests

Studies of job satisfaction among community college faculty use a variety of theoretical constructs and measure widely different dimensions of satisfaction. Research on the effects of working conditions on faculty attitudes has shown consistently that interaction with students and peers and privacy within the classroom are major sources of satisfaction, while faculty are less satisfied with the time available to them to prepare for class or keep up to date in their field, the lack of recognition for professional growth, and the lack of support for instruction. Other researchers have focused on the intrinsic variables affecting job satisfaction, showing how age, commitment to a community college career, and the emotional responses of faculty relate to work attitudes. Most researchers are concerned with utilizing their findings to effect changes in the institutional environment that will prevent faculty stagnation and burnout and enhance creativity and vitality. Recommendations include encouraging diversity in faculty work tasks and the skills used to accomplish them, hiring faculty for 12 rather than 9 months, restructuring sabbaticals to promote retraining, and adjusting salaries and bonuses to recognize teaching excellence in tangible ways. (MDB)

ED 296 573 FL 017 378
Reilly, Tarey
Maintaining Foreign Language Skills.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Affective Behavior, Age Differences, *Cultural Influences, Curriculum Design, Educational Objectives, Instructional Design, *Language Maintenance, *Language Skill Attrition, Second Language Instruction, *Second Languages, Time Factors (Learning)
Identifiers—*ERIC Digests

Human beings have as great a capacity for losing or forgetting a language as they do for learning one. Many have lost language skills due to a lack of a linguistically appropriate environment in which to use a particular language. Millions of individuals who have studied a second langauge in high school or college for several years have lost the ability to hold the most basic conversation, while others who as children or young people were monolingual speakers of other languages are now monolingual speakers of English, for they are no longer able to speak their mother tongue. Language acquisition and maintenance depend on a variety of factors including the following: (1) instructional factors that relate to the way in which the language is initially acquired, including instructional objectives, intensity of instruction, developmental considerations, and curriculum design; (2) cultural factors that relate to how public attitudes toward bilingualism and the relative prestige of different languages influence the maintenance of a particular language; and (3) personal factors that have related and correlated certain personality traits positively with success in learning foreign languages. Language study that helps the student to use the personal and cognitive strategies used by "expert learners" will enhance the likelihood of language skill maintenance; courses of study in which positive cultural attitudes are fostered and in which maintenance techniques are incorporated will help to prevent attrition. (TR)

ED 296 572 FL 017 377
Reilly, Tarey
ESL through Content Area Instruction.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Elementary Secondary Education, English (Second Language), Language Skills, Learning Strategies, *Mathematics Instruction, *Science Instruction, *Second Language Instruction, *Social Studies, Teaching Methods
Identifiers—*Content Area Teaching, *ERIC Digests

Content-based ESL is a method that integrated English-as-a-second-language instruction with subject-matter instruction. The technique not only focuses on learning a second language, but on using that language as a medium to learn mathematics, science, social studies, and other academic subjects. Although this approach has been used for many years in adult, professional, and university education programs for foreign students, content-based ESL programs at the elementary and secondary school levels are just emerging. One of the reasons for the increasing interest among educators in developing content-based language instruction is the theory that language acquisition is based on input that is meaningful and understandable to the learner. Content-based ESL programs have been developed to provide students with an opportunity to develop their cognitive academic language proficiency, as well as to provide a less abrupt transition from the ESL classroom to an all-English-medium academic program. Content-based ESL courses provide instruction in the special language of the subject matter, while focusing attention as much or more on the subject matter itself. Examples of content-based instruction include: (1) mathematics, where communicating mathematical processes, concepts, and applications in English is emphasized; (2) science, where students learn to think, observe, classify, compare, communicate, measure, infer, predict, and identify space and time relationships in English; and (3) social studies, where students develop critical concepts in order to better understand the history and culture of the United States, as well as develop their cognitive skills. (TR)

ED 296 419 CS 506 270
Aiex, Nola Kortner
Communicating within Organizational Cultures. ERIC Digest Number 5.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Awareness, *Communication Research, *Language Role, Metaphors, *Organizational Communication, *Speech Communication, Technical Writing, Values, *Writing Instruction
Identifiers—ERIC Digests, Japan, *Organizational Culture

In the present decade, many management and organizational communication scholars have explored a guiding metaphor–organizational culture. Japanese industry has developed a corporate model that may have provided the concepts involved in organizational culture: ideology, beliefs, rituals, myths, and symbols. Organizational culture is inextricably interwoven with speech communication, but organizational communication entails more than just speech communication. A recent survey has found that professional communicators rate the ability to define corporate and communications objectives as their most important concerns. Technical writing is also a prime concern of corporate professionals. The manner in which organizations and the people who work within them use language is directly related to the concept of organizational culture, since language is the prime element with which values are articulated and communications are transmitted and understood. (MS)

ED 296 347 CS 211 354
Strange, Rebecca L.
Audience Awareness: When and How Does It Develop? ERIC Digest Number 4.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audience Analysis, *Audience Awareness, *Classroom Environment, Educational Strategies, Elementary Secondary Education, *Reading Writing Relationship, Writing Evaluation, Writing Exercises, *Writing Improvement
Identifiers—ERIC Digests, Writing Assignments

A case can be made for teachers to use audience-oriented teaching strategies that encourage children to write for a wide range of readers. Even so, questions remain about how writers, especially student writers, actually learn to consider an audience of readers when they write. Research suggests that a developmental trend exists in which children gradually develop a sense of audience in their writing. Other studies suggest that teachers can develop effective audience-oriented writing strategies only if they think carefully about their own role as an audience for their students' writing. The ERIC database contains numerous ideas for assignments and strategies that (1) encourage students to write for a range of audiences; (2) provide opportunities to receive responses from these audiences; and (3) help students learn the value of writing as a process of communication. (MS)

ED 296 123 CE 050 406
Kerka, Sandra
Single Parents: Career-Related Issues and Needs. ERIC Digest No. 75.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Development, *Career Education, Displaced Homemakers, Dropout Prevention, Early Parenthood, *Educational Needs, Fathers, Federal Legislation, Federal Programs, Information Dissemination, Information Networks, *One Parent Family, Public Policy
Identifiers—ERIC Digests

One in every four families with children under the age of 18 is a single-parent family (up from 1 of every 10 in 1970). The vast majority of single-parent families are low-income families consisting of a mother (usually with relatively little formal education) and her young children. Many female single heads of households are either displaced homemakers or adolescent mothers. Although they generally have a more healthy economic status than their female counterparts, single fathers are often confronted with serious career-related problems as they find their sole child-rearing role conflicting with work expectations. As the sole support of their families, single parents are concerned with obtaining a good job and achieving economic independence. However, job training and job placement can only be effective in the long run if program developers consider the other needs of single parents: emotional support, job-seeking skills, basic skills instruction, outreach and recruitment, child care, self-concept building, skills assessment, nontraditional job skills, and parenthood education. High school dropout prevention programs are also important for adolescent single parents. Difficulties in locating available resources often prevent single parents from learning of career and other services. Support and referral networks and newsletters are an inexpensive and effective strategy for communicating with, educating, and supporting all categories of single parents. (MN)

ED 296 122 CE 050 405
Budke, Wesley E. Kerka, Sandra
Human Performance Technology. ERIC Digest No. 74.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adult Educators, Corporate Education, *Human Factors Engineering, Human Resources, *Job Performance, *Labor Force Development, Postsecondary Education, *Systems Approach, *Theory Practice Relationship, *Trainers

Identifiers—ERIC Digests

Training and development professionals play a unique role in helping people improve their performance by using all aspects of the work environment to make those improvements occur. These professions are currently debating the existence of an integrated theoretical framework and how it might support practice in their field. Human performance technology (HPT) has been proposed as a systems-based field of study for training and development. The goal of the HPT field is to use systems approaches to ensure that individuals have the knowledge, skills, motivation, and environmental supports required to do their jobs effectively and efficiently. The conceptual domain of HPT is defined by management, development, and systems functions. In terms of professional preparation, academic programs for training and development should be based on a set of core competencies and a unique theoretical base such as human performance technology. Jacobs has listed 11 propositions from the study of HPT. The following are among those propositions: human performance and behavior are different and knowledge of the difference is important for achieving goals in HPT; organizational as well as individual goals must be considered in defining worthy performance; and exemplary performance provides the most logical referent for determining job performance standards. (MN)

ED 296 121 CE 050 404
Harrison, Cheryl
Learning Management. ERIC Digest No. 73.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Learning, *Corporate Education, Group Instruction, *Learning Processes, *Learning Strategies, Models, *Problem Solving, Staff Orientation
Identifiers—ERIC Digests

The skills of knowing how to learn and apply information, which have been collectively grouped under the heading "learning management," are becoming increasingly important as society progresses farther into the information age. Because adult learning is usually more self-directed and because adults are largely free to determine their learning objectives, they must learn to manage their learning even more than young people who are still in school. Several courses in learning management have been developed to meet the growing need for instruction in this area. Although most are based on the premise that learning how to learn can and should be an integral part of learning a content area, at least one undergraduate level course (part of the Cognitive Learning Strategies Project at the University of Texas at Austin) is devoted to learning to learn as an area of study apart from any other content area. The latter course focuses on executive control and knowledge acquisition processes, active study skills, and support strategies (such as reducing anxiety and dealing with procrastination). According to one researcher, memorizing, understanding, and doing (MUD) are the keys to learning. Proceeding from this premise, teachers are urged to use few formal lectures, plan for group work, use nonassessed worksheets, and allow a pondering period in each class session. Group problem-based learning is another method of enhancing learning management skills. It is particularly well-suited to worksite learning management programs. (MN)

ED 296 120 CE 050 403
Naylor, Michele
Preventing Obsolescence through Adult Retraining. ERIC Digest No. 72.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Corporate Education, Educational Benefits, Educational Needs, Financial Support, Postsecondary Education, *Program Content, *Program Development, Program Effectiveness, *Retraining, *Skill Obsolescence
Identifiers—ERIC Digests

In the past, employer-provided, job-specific training for new employees and continuing education for those who wished to advance in their jobs were often sufficient to keep abreast of technological changes. This is no longer the case, however. The substantial monetary and time expenditures associated with retraining programs that are begun only after workers' skills have become obsolete underscore the necessity of developing ongoing retraining programs geared toward persons who are currently employed. Business, labor unions, and government can all play a role in funding and/or providing retraining. Funders can make their influence felt by selecting the training provider and shaping the content of training. It is also possible to combine federal, state, and local government funding with union or business funds, as has been done in such states as Michigan, Delaware, and Alabama. The following all have a place in comprehensive retraining programs intended to prevent skill obsolescence: a counseling/educational guidance component; an assessment system; a support system (to provide such things as financial aid, child care, workplace study areas, and recognition of trainees' achievements); basic, vocational, and general skills programs; and management development programs. (MN)

ED 295 741 PS 017 394
Hyson, Marion C. Van Trieste, Karen
The Shy Child. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-87-3
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Children, Definitions, Emotional Problems, *Individual Characteristics, *Personality
Identifiers—ERIC Digests, *Shyness

This ERIC digest: (1) describes types and manifestations of shyness among children; (2) briefly reviews research on genetic, temperamental, and environmental influences on shyness; (3) distinguishes between normal and problematic shyness; and (4) suggests ways for parents and teachers to help the shy child by accepting the whole child, building the child's self-esteem, developing children's social skills, and allowing shy children to warm up to new situations. (RH)

ED 295 460 FL 017 376
Reilly, Tarey
Approaches to Foreign Language Syllabus Design.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 88
Contract—RI-88062010
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Communicative Competence (Languages), *Course Descriptions, Course Organization, Guidelines, *Notional Functional Syllabi, *Second Language Instruction, Second Languages, Skill Development, Teaching Methods
Identifiers—*ERIC Digests

The role of the syllabus in second language teaching is described, distinguishing six major types of syllabi and how they might be implemented in various teaching situations. The foreign language teaching syllabus involves both the integration of subject matter (what to talk about) and linguistic matter (how to talk about it). Choices of syllabi can range from the purely linguistic (the teaching of grammar and vocabulary) to the semantic or information type (the teaching of a particular skill). To design a syllabus is to decide what gets taught and in what order, therefore, the choice of a syllabus is a major decision and should be made with as much information as possible. Although six distinct types of language teaching syllabi exist, they are not mutually exclusive, for almost all syllabi are combinations of two or more of the following types: (1) a structural formal syllabus (teaching of grammar); (2) a notional/-functional syllabus (teaching of functions that are performed when language is used or the notions that language is used to express); (3) a situational syllabus (teaching language in a context of real or imaginary situations in which language is used); (4) a skill-based syllabus (teaching specific language skills-listening, reading, and so on); (5) a task-based syllabus (teaching a variety of language forms, functions, and skills so students may complete a piece of work); and (6) a content-based syllabus (teaching course content, like science, using the language that the students are also learning). Ten steps in preparing a practical language teaching syllabus are included. (TR)

ED 295 399 EC 202 838
Smith, Barbara J.
Does Early Intervention Help? ERIC Digest #455. Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 88
Contract—R188062207
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cost Effectiveness, *Disabilities, Early Childhood Education, *Instructional Effectiveness, *Intervention, *Preschool Education, Program Development, *Program Effectiveness
Identifiers—*Early Intervention, ERIC Digests

Research on the effectiveness of early intervention with handicapped children is reviewed in this information digest. Presented in question and answer format, the digest addresses the following questions: What is early intervention? Why intervene early? Is early intervention really effective? Is early intervention cost effective? Are there critical features to include in early intervention? It is concluded that both quantitative and qualitative data indicate that early intervention increases the developmental/educational gains for the child resulting in (1) his needing few special education and other habilitative services later in life; (2) being retained in grade less often; and (3) in some cases being indistinguishable from nonhandicapped classmates years after intervention. Long term cost effectiveness is also supported by the data. Characteristics of successful early intervention programs include intervening when the child is as young as possible, involving parents in the child's treatment, and structuring the program to precisely identify child and family objectives and teaching behaviors. (DB)

ED 295 398 EC 202 837
Zabel, Robert H.
Emotional Disturbances. ERIC Digest #454.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—R188062207
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055) — Reference Materials (130)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, Behavior Problems, *Definitions, Elementary Secondary Education, *Emotional Disturbances, Federal Legislation, Incidence
Identifiers—ERIC Digests

The information digest on emotional disturbances provides basic information on definition, incidence, patterns of behavior, and educational implications as well as suggested additional resources. The definition of "emotional disturbances" in P.L. 94-142, The Education for All Handicapped Children Act, is given and briefly discussed. Incidence figures (2-3%) are given. Typical patterns of disordered behavior include "externalizers," "internalizers," conduct disorders, personality disorders, immaturity, socialized delinquency, pervasive developmental disorders, and learning disorders. Educational implications both in the mainstream and special classes are briefly considered. Additional resources are organized into resources for parents (three), general resources (seven references), additional resources (six organizations), and relevant publications of the Council for Exceptional Children. (DB)

ED 295 397 EC 202 836

Zantal-Wiener, Kathy

Disciplinary Exclusion of Special Education Students. ERIC Digest #453.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA, 22091 (free, please enclose a self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, •Disabilities, •Discipline, •Discipline Policy, Elementary Secondary Education, Equal Education, Legal Responsibility, •Suspension

Identifiers—ERIC Digests

The controversial legal issue of disciplinary exclusion of special education students is summarized. Presented in question and answer format, the information digest addresses the following questions: Why is the disciplinary exclusion of special education students so controversial? When can a special education student be excluded from school for disciplinary reasons? Who is responsible for determining if the disciplinary action is a manifestation of the handicap? Do many school systems have disciplinary policies that specifically address the students with handicaps? What alternatives to disciplinary exclusion are available for special education students? Also provided is a bibliography of 13 additional resources. (DB)

ED 295 396 EC 202 835

Rubenzer, Ronald L.

Stress Management for the Learning Disabled. ERIC Digest #452.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Behavior Change, Elementary Secondary Education, Etiology, •Learning Disabilities, Personality Traits, Relaxation Training, •Stress Management, •Stress Variables, Student Attitudes

Identifiers—ERIC Digests

The information digest presents information on stress management in the schools for learning disabled students. The following questions are addressed: Why does the education "spotlight" need to be trained on stress management in the schools? What is stress? What are possible causes of achievement stress for the learning disabled? (school and special education factors); How does stress "dim ability"? What are some achievement stress warning signals? Also provided are some suggestions for stress management which involve the whole child including stress-reducing attitudes, stress reducing behaviors, stress reducing circumstances, and the value of relaxation centers. Also provided is a list of 17 additional resources. (DB)

ED 295 395 EC 202 834

Lichtenstein, Steve Zantal-Wiener, Kathy

Special Education Dropouts. ERIC Digest #451.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Disabilities, Dropout Characteristics, •Dropout Prevention, •Dropout Rate, •Dropout Research, High Schools, Identification, Individualized Education Programs, Intervention, Mild Disabilities, Remedial Instruction, Special Education

Identifiers—ERIC Digests

The problem of dropouts among special education students is summarized. After a brief overview of the problem, various studies are cited indicating a substantially higher incidence of dropping out of high school prior to program completion for handicapped than for non-handicapped students. Implications and recommendations for educational policy and practice are then considered. Among these are the need for early identification of dropout-prone students so that positive intervention can be implemented; the need for using information on factors leading to dropping out in remedial programming and counseling; and the need to reevaluate the effectiveness of individualized education programs for mildly handicapped students. Also provided is a bibliography of 19 additional resources. (DB)

ED 295 394 EC 202 833

Zantal-Wiener, Kathy

Preschool Services for Children with Handicaps. ERIC Digest #450.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (free, please enclose a self-addressed stamped envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agencies, Compliance (Legal), Delivery Systems, •Disabilities, •Educational Legislation, Eligibility, Federal Legislation, Infants, •Intervention, Legal Responsibility, Preschool Education, Referral, Services, State Programs, Toddlers

Identifiers—•Early Intervention, •Education of the Handicapped Act Amendments 1986, ERIC Digests

Key aspects of P.L. 99-457, the Education of the Handicapped Act Amendments of 1986, affecting handicapped infants, toddlers, and preschoolers from birth to age 5 are summarized. Presented in a question answer format the information digest addresses the following questions: What children are eligible for early intervention services? Are these services currently available? (a timeline for implementation is provided); What services must be provided? What must the Individual Family Service Plan include? How can a child be referred for early intervention services? When must states provide services to children ages 3 through 5? What type of services must be provided to children ages 3 through 5? How can a child be referred for preschool services? Also provided is a list, with telephone numbers, of the state lead agencies responsible for overall administration of the program. (DB)

ED 295 132 CS 009 166

Hyslop, Nancy B. Tone, Bruce

Listening: Are We Teaching It, and If So, How? ERIC Digest Number 3.

ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—88

Contract—RI88062001

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Listening, •Listening Comprehension, •Listening Skills, Teaching Methods

Identifiers—ERIC Digests, Listening Research, Listening Theory

Although listening provides a foundation for all aspects of language and cognitive development and plays a lifelong role in the processes of learning and communication essential to productive participation in life, there is a tendency for teachers not to emphasize listening objectives. Even though no widely accepted model for listening has been developed, several researchers have linked listening skills to reading skills, and processing models for reading contribute to the understanding of listening. The developing discussion of listening has contributed to directions in the classroom. Choate and Rakes (1987), for example, present a structured listening activity not unlike one that would promote reading comprehension. Questioning, usually by the teacher, is the key to most of the instructional strategies in the literature about teaching listening. Although some argue that listening should be taught as a separate mode, the tendency of many teaching methodologies and techniques on listening to draw on theory, objectives, and skills more established in the other language modes seems reasonable. (Nineteen references are attached). (ARH)

ED 294 719 SE 049 096

Suydam, Marilyn N.

Mathematics Learning in the Elementary School. ERIC/SMEAC Mathematics Education Digest No. 2, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—4p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Concept Formation, Elementary Education, •Elementary School Mathematics, •Manipulative Materials, Mathematical Concepts, Mathematics Achievement, Mathematics Curriculum, Mathematics Education, •Mathematics Instruction, •Number Concepts, •Problem Solving

Identifiers—ERIC Digests, Mathematics Education Research

This digest suggests that research findings can provide teachers with verification and clarification of how children learn mathematics, and thus how to teach mathematics more effectively. Three topics are discussed: (1) number concepts; (2) problem solving; and (3) manipulative materials. (PK)

ED 294 653 PS 017 193

Hills, Tynette W.

Hothousing Young Children: Implications for Early Childhood Policy and Practice.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—OERI-400-86-0023

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Childhood Needs, •Early Childhood Education, Parent Influence, Parent Participation, Social Influences, •Stress Variables, •Teachers, •Young Children

Identifiers—•Academic Stress, ERIC Digests, •Hothousing of Preschoolers

Broad changes in social values, as well as the raising of achievement standards by parents and administrators, are pressuring teachers to change curriculum for young children, with the result that children are hurried and hothoused. Early childhood educators are particularly vulnerable to criticism of their work, and this reduces their ability to repel pressures that may be harmful to children. To advocate for appropriate practices for the teaching of young children, teachers can and should: (1) build respect for the unique needs of young children; (2) promote the best interests of all young children; (3) gain support from other child development and early childhood professionals; (4) enlist parents in promoting appropriate programs; and (5) gain a voice in decisions about curriculum and instruction. (PCB)

ED 294 569 IR 013 236

Zugner, Lisa Crooks

A Reappraisal of Instructional Television. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-85-0001

Note—3p.; This digest is based on "A Reappraisal of Instructional Television" by Marjorie A. Cambre (Syracuse, NY: ERIC Clearinghouse on Information Resources, 1987).

Available from—ERIC/IR, 030 Huntington Hall, Syracuse, NY 13244-2340 (free while supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Television, Elementary Secondary Education, Evaluation Methods, Futures (of Society), *Television Research

Identifiers—ERIC Digests, ITV Futures Planning Group

The role of instructional television (ITV) in elementary and secondary education is assessed, beginning with an overview of the history of the medium from the first experimental educational broadcasts in 1933 to the present. Research in the area is reviewed, and three primary methods of evaluation are identified: (1) basic research, which measures the effects of a medium or its varied aspects on an intended audience; (2) formative evaluation, which is intended specifically to assist those responsible for the creation of new program material; and (3) impact studies, which analyze the effectiveness of programs or series after a period of actual use. ITV issues for the future and the activities of the ITV Futures Planning Group are also discussed. (12 references) (MES)

ED 293 973 UD 026 164

Ascher, Carol

Improving the School-Home Connection for Low-Income Urban Parents. ERIC/CUE Digest Number 41.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 88

Contract—RI88062013

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Blacks, Educational Improvement, Elementary Secondary Education, Employed Parents, Flexible Scheduling, Hispanic Americans, Home Instruction, *Lower Class Parents, Low Income Groups, *Minority Groups, One Parent Family, Parent Attitudes, Parent Influence, *Parent Participation, Parent Student Relationship, *Parent Teacher Cooperation, Teacher Attitudes, *Urban Education

Identifiers—*Empowerment, ERIC Digests

The importance of parent participation in a child's education is undisputed, and low-income urban parents can and want to help with their children's schooling, both at home and at school, as much as do middle class parents. However, most poor urban children live in single-parent, female-headed households–often Black or Hispanic–and many school officials tend to decide in advance that single and working parents cannot be approached or relied upon. Since parents' involvement in school activities can be related to the flexibility of leave policies on their jobs employers should be encouraged to allow flextime to enable working parents to observe their children in the classroom or attend meetings. Home-based learning is one of the most efficient ways for parents to spend their time; when teachers help parents help their children, these parents' activities can be as effective as those of parents with more education and leisure, whom teachers expect to help their children. Suggestions are offered for improving both school-based participation and home-based learning. A list of references is included. (BJV)

ED 293 972 UD 026 163

Ascher, Carol

High School Graduates in Entry Level Jobs: What Do Employers Want? ERIC/CUE Digest Number 40.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 88

Contract—RI88062013

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, Business Skills, Communication Skills, *Education Work Relationship, *Employer Attitudes, Employment Interviews, *Employment Potential, Employment Qualifications, High School Graduates, *Interpersonal Competence, Interpretive Skills, *Job Skills, Labor Market, Mathematics Skills, Study Skills, Work Experience, Writing Skills

Identifiers—*Entry Level Skills, ERIC Digests

Employers cite the following skills as important for both blue- and white-collar entry-level workers: (1) employee application and interview skills; (2) work-related social skills and habits, especially communication and interpersonal skills; (3) basic academic skills, particularly in reading, mathematics, writing, and problem solving/reasoning; and (4) vocational skills, especially manual/perceptual skills. Although employers look for a high school diploma, they appear to be less interested in grades or competency than in previous work experience. For most entry-level work, employers want an employee competent in the basic skills; they generally do not seek more advanced reading, writing and thinking skills. In fact, work-related social skills and habits are as important to employers as the basic skills: workers should present themselves well; be enthusiastic, responsible, cooperative, disciplined, flexible, and willing to learn; and show a general understanding of the workplace and business world. However, workers with these attributes are scarcer than those with the required core of academic skills. While schools should certainly develop higher order academic skills in all students, they should also ensure that students learn all the basic social and academic skills needed for an entry level job. A list of references is included. (BJV)

ED 293 784 SO 019 132

Hoge, John D.

Teaching History in the Elementary School. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-SO-88-3

Pub Date—Mar 88

Contract—RI88062009

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47408.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Creative Teaching, Educational Objectives, *Educational Research, Elementary Education, *Elementary School Curriculum, *History Instruction, Information Sources, Instructional Effectiveness, Literature, *Social Studies, Teaching Methods, *United States History

Identifiers—ERIC Digests

This ERIC Digest examines: (1) research related to the teaching and learning of history in elementary schools; (2) purposes of education in history; and (3) teaching practices to develop interest in and knowledge of history among students in elementary schools. Levstik (1986) stated that social studies educators should apply the techniques of "response to literature research" to history learning and explore the power of narrative in history. Renewed research on children's history learning ability based on schema theory, new trends in Piaget's developmental theory, the narrative approach, or other paradigms may start to provide the knowledge needed to refine and improve teaching practices. For young elementary students, an important purpose of history education is to make the past seem real, and study of the past can be used to illuminate the present. Instructional methods include: (1) using literature to enhance history instruction; (2) utilizing the sounds and images of videotapes, films, and filmstrips; and (3) using special experiences such as field trips, simulations, craft and model-building experiences, National History Day projects, and oral history projects. To aid teachers in history instruction, a list of references and ERIC resources is provided. (SM)

ED 293 681 RC 016 593

Wolverton, Lorrie

Classroom Strategies for Teaching Migrant Children about Child Abuse. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-88-11

Pub Date—Mar 88

Contract—400-86-0024

Note—13p.; For a related document, see RC 016 592.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliotherapy, *Child Abuse, Child Advocacy, Child Welfare, *Classroom Techniques, Elementary Secondary Education, Group Discussion, *Learning Activities, Migrant Children, *Migrant Education, Migrant Problems, Migrant Youth, Reading Material Selection, Self Concept, Self Esteem, Sexual Abuse, *Teacher Role, Teaching Methods

Identifiers—ERIC Digests

Child abuse education in the migrant classroom can accomplish five major goals: (1) provide support to the child who has suffered some form of maltreatment; (2) teach children abuse prevention strategies; (3) teach all children to accept those who have special problems; (4) improve children's self-concepts; and (5) encourage the abused child to confide in an adult regarding the maltreatment. Bibliotherapy is an appropriate technique for bringing child abuse education to the classroom. Bibliotherapy–the process of offering guidance through reading–can be used by teachers who have an interest and concern for children supported by a willingness to become familiar with children's literature. To be successful with the use of bibliotherapy the teacher must identify student needs and match needs to appropriate reading materials. The teacher must decide how books will be used, what guidance will be given during reading, and what follow-up activities will be used. Child abuse education should also address the problem of low self-esteem, one of the primary characteristics shared by the abusive parent and the abused child. Sixteen references are provided, grouped under the headings of self-concept activities, children's books on child abuse, and finding books for children. (JHZ)

ED 293 680 RC 016 592

Wolverton, Lorrie

Teaching the Abused Migrant Child: What's a Teacher To Do? ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Report No.—EDO-RC-88-12

Pub Date—Mar 88

Contract—400-86-0024

Note—8p.; For a related document, see RC 016 593.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, Child Advocacy, Child Welfare, Counseling Techniques, Elementary Secondary Education, *Helping Relationship, *Migrant Children, Migrant Education, Migrant Problems, Migrant Youth, *Self Disclosure (Individuals), Sexual Abuse, *Teacher Responsibility, *Teacher Role, Teacher Student Relationship

Identifiers—ERIC Digests

Research conducted by Eastern Stream Child Abuse Prevention and Education (ESCAPE) from 1982-1985 clearly identified migrant children as a population at high risk of being maltreated. It is therefore imperative that migrant teachers understand the dynamics of maltreatment and what they, as individuals, can do to prevent it. Child abuse is frequently the end result of the numerous stresses experienced by migrant families: uncertain employment, geographic and social isolation, poor living conditions, poverty, and frequent moves that prevent families from establishing community ties and support systems. In coping with child abuse the teacher must play the roles of observer, listener, home visitor, reporter, and child advocate. If a child discloses that he or she has been or is presently being maltreated, the teacher should understand how to cope with the information in a manner that will bring about a significant positive change in the child's life. Guidelines include being calm, finding a private place to talk, believing the child, stressing that it is not the child's fault, respecting the child's privacy, being supportive, being truthful, making a report immediately, and being willing to serve as the child's advocate. A list of eight resources for teachers is included. (JHZ)

ED 293 679 RC 016 591
Rodriguez, Richard F.
Bilingual Special Education Is Appropriate for Mexican-American Children with Mildly Handicapping Conditions. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-RC-88-04
Pub Date—Jan 88
Contract—400-86-0024
Note—15p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Bilingual Education, Educational Diagnosis, Educational Needs, Elementary Secondary Education, *Instructional Development, Limited English Speaking, Mexican American Education, *Mexican Americans, *Mild Disabilities, Minority Group Teachers, *Parent Role, Parent School Relationship, Preservice Teacher Education, *Special Education, Teacher Education Curriculum, Teacher Qualifications
Identifiers—ERIC Digests

Mexican American children have made poor progress in special education programs as currently structured. Existing data appear to indicate that minority children, particularly Mexican American, continue to be placed in special education out of proportion to their numbers in the general population. Although the Education for All Handicapped Children Act (PL 94-142) requires that each child referred to special education receive a comprehensive assessment using valid tests administered in the child's dominant language, current assessment practices lead to mislabelling and misplacing Mexican American students. Lack of trained personnel makes it impossible to provide appropriate services to bilingual special education children as mandated by PL 94-142. The development of instructional programs is hampered by lack of knowledge about the learning styles and cognitive development in minority group, bilingual children. Comprehensive, evaluated programs taking these factors into account have not been developed or proven effective for minority group handicapped children. A school district's philosophy of bilingual education and the type of language instruction provided will have a major impact on bilingual special education students. Parental involvement in a child's total educational program has recently become a principle intervention strategy and should be used with minority group parents. (JHZ)

ED 293 630 PS 017 262
Egertson, Harriet A.
The Shifting Kindergarten Curriculum.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Early Childhood Education, Grade Repetition, *Kindergarten, Kindergarten Children, *Preschool Curriculum, School Readiness, Screening Tests, Skill Development, Student Centered Curriculum, *Teaching Methods, Transitional Programs
Identifiers—*Developmentally Appropriate Programs, ERIC Digests

The curriculum now being taught in many kindergartens is profoundly different from what it was two decades ago. The kindergarten classroom, once conceived of as a play- and group adjustment-oriented setting, may now also be a classroom with an "academic" approach, characterized by direct teaching of discrete skills with specific expectations for achievement. This type of rigid curriculum is less responsive than others to wide ranges in age and ability and many schools have resorted to retention and extra-year programs for children. The "academic" approach to kindergarten is in contrast to a "child-centered" approach in which activities are based on the goal of moving each child as far forward in his or her development as possible. In child-centered kindergartens, linguistic competence is a primary goal and is promoted though appropriate language experiences and through conversations with adults and peers. Activities are child-initiated and children are provided large blocks of time in which to finish projects. Advocates of developmental kindergarten programs should emphasize the effectiveness of an active learning. (PCB)

ED 293 304 FL 016 971
Met, Myriam
Foreign Language Immersion Programs. ERIC Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 87
Contract—400-86-0019
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Immersion Programs, Instructional Materials, *Program Design, *Program Development, *Program Effectiveness, Second Language Learning, Staff Utilization, Student Educational Objectives, Time Factors (Learning)

A fact sheet on foreign language immersion programs, in which the regular school curriculum is taught partially or entirely in a foreign language, briefly discusses the following: (1) the structure and goals of immersion instruction; (2) the introduction of English instruction; (3) the eventual effect of immersion instruction on verbal and mathematical skills in English; (4) key ingredients of a successful program; (5) the advantages and disadvantages of the total and partial immersion program designs; (6) optimum grade level for beginning an immersion program; (7) the necessary commitment on the part of parents and participants; (8) staffing and staff utilization; (9) obtaining instructional materials; (10) the effect of the immersion program on the district's existing foreign language program; and (11) enrollment projections. (MSE)

ED 293 225 EA 020 211
Klauke, Amy
Magnet Schools. ERIC Digest Series Number EA 26.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R-88-005
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Educational Innovation, Elementary Secondary Education, Individualized Education Programs, *Magnet Schools, *Nontraditional Education, *School Choice, *School Desegregation, School Effectiveness, Tokenism, Urban Schools

In order to facilitate the transition to a multiracial community and to meet the prevailing desire for academic excellence, magnet schools have arisen in urban areas throughout the country. These schools meet racial quotas through voluntary enrollment and open access, promote integration through cooperative learning practices, emphasize personal goals rather than competition, and facilitate individualized instruction. As a result, they improve minority achievement without hurting white achievement, and challenge the assumption that standardization is the most equitable system. Magnet schools are criticized, however, for undermining the concept of fairness through standardization and for tokenism, since they draw only the best students and leave most minority students worse off than before. Magnet schools must therefore appear attractive but not elitist by appealing to interest rather than ability, and diverse but not second-rate by providing sound criteria and objectives. To avoid tokenism, a broad array of magnets should be established so that all children have the real option to attend schools of their choice. (TE)

ED 293 207 EA 019 948
Haynes, Chloe J.
Education and Economic Development. ERIC Digest Series Number 23.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-003
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1747 Agate Street, Eugene, OR 97403 ($2.50 handling charge per request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Economic Development, Educational Change, Educational Trends, Elementary Secondary Education, Futures (of Society), *Role of Education, School Business Relationship, *Technological Advancement
Identifiers—ERIC Digests

In recent years, educational leaders have joined forces with businesses and community members to prepare students for a new, challenging labor market and, in so doing, are making major contributions to economic development. As the transition to the information age continues, the adaptable, creative student may provide the force to direct economic development. (AA)

ED 293 130 CS 211 121
Tone, Bruce Winchester, Dorothy
Computer-Assisted Writing Instruction. ERIC Digest Number 2.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, Computers, Elementary Secondary Education, Revision (Written Composition), Technological Advancement, *Word Processing, Writing Improvement, *Writing Instruction, Writing Skills, Written Language
Identifiers—Computer Services, ERIC Digests, *Technology Assessment, Writing Implements, Writing Tasks

Reports in the ERIC database have found that computer-assisted writing instruction has some effect-if not a dramatic impact-in both the quantity and quality of student writing. Although computers are becoming more common in schools, the influx of computers into schools may not assure students ample opportunity to use them. Limited time-on-task may be one of the reasons. However, the computer will almost certainly become more and more a part of the lives of students, whatever the limits of the experience they have in using computers in school. The computer's great advantage for writers who know how to compose on one is its facilitation of revision. (Twenty references are included.) (JK)

ED 292 975 CE 049 903
Bhaerman, Robert D.
Individualized Career Plan Models. ERIC Digest No. 71.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Counseling, *Career Development, *Career Planning, Counseling Techniques, *Individual Counseling, *Individualized Programs, *Long Range Planning, Models
Identifiers—ERIC Digests, *Individualized Career Plans

The technological advances that have occurred in recent decades have resulted in substantial changes in the nature and structure of occupations and industries. Career development is now being recognized as a lifelong process. Individualized career plans (ICPs) or personal plans of action are becoming important instruments for counselors and others to use in helping their students and/or clients meet their changing goals, interests, and needs in today's rapidly changing society. An ICP can be both a tool and a procedure that individuals can use by themselves or with others to implement and monitor their own career development. Rather than a rigid track, a good ICP can provide a renewed focus for an individual's life. Good ICPs are comprehensive, developmental, person centered, and competency based. It has been suggested that the various life roles be used to provide the main section of a plan and that each plan contain a section in which individuals can project their own future career growth. These life roles include the following: worker, consumer/citizen, learner, and family member roles. The ICP model lends itself well to various formats and modifications, it can be targeted in many directions, and it is adaptable for use at all levels of schooling as well as in employment and training agencies. ICPs can also be developed to assist disabled students and working women. The career passport, which is a variation of the ICP model, presents a systematic process for developing an experience-based resume that documents nonwork as well as work experiences and details the skills, attitudes, and knowledge gained through these experiences. (MN)

ED 292 974 CE 049 902
Imel, Susan
Workplace Literacy Programs. ERIC Digest No. 70.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, *Corporate Education, *Employment Qualifications, *Functional Literacy, *Literacy Education
Identifiers—ERIC Digests, *Job Related Literacy

During the first half of the 1980s, the focus of the literacy movement was on strengthening literacy programs through the recruitment of volunteers. Although these early efforts are continuing, the focus in adult literacy has changed. Job-related or workplace literacy has become a national priority, and the impact of adult illiteracy on private industry is becoming increasingly visible. Demographic factors and changes in jobs are also creating a need for workplace literacy programs. Workplace literacy and general literacy differ in purpose. A number of recent studies have examined the literacy skills that individuals need in order to succeed in the workplace. These studies have resulted in the publication of a number of lists of work-related reading, writing, speaking, listening, mathematics, scientific, and reasoning skills. Industry-based literacy approaches can be divided into two groups: (1) pre-1980, viewed primarily as traditional benefits for the employee, and (2) post-1980, viewed primarily as instruments for achieving the company's advanced technology goals. Unlike traditional literacy programs, which were generally initiated in an era of company prosperity and security, the new literacy skills programs were initiated in an era of foreign competition and rapid technological change in response to the realization that many employees lacked the basic skills with which to acquire more technical skills. Most industry-based literacy training occurs on the company site, partly for the sake of employee convenience and partly because many employees find schoolroom environments inhibiting. Several guides to developing workplace literacy programs have been published, and four of these are briefly described. A list of 12 references is also provided. (MN)

ED 292 973 CE 049 901
Naylor, Michele
Improving Basic Skills of Vocational Education Students. ERIC Digest No. 69.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Education, *Articulation (Education), *Basic Skills, Competency Based Education, Educational Strategies, *Fused Curriculum, High Schools, Problem Solving, Program Content, Program Development, *Skill Development, Teaching Methods, *Vocational Education
Identifiers—Academic Development Plans, ERIC Digests

The educational excellence movement has made an academic curriculum a high priority for all high school students, including the 40 percent who do not go on to college. The joint efforts approach to incorporating basic skills into the vocational curriculum is based on the following assumptions: (1) academic skills are embedded in vocational education; (2) vocational tasks provide for realistic use of academic basic skills, and connecting academic learning with application strengthens students' basic skills; and (3) neither academic basic skills nor vocational skills should be taught in isolation from each other. Vocational and academic teachers who desire to develop an integrated and articulated program in which vocational students can receive instruction in the basic skills have three main options: sharing, teaming, and crossing over (from vocational to academic education or vice versa). Each of these options can be used in all types of programs, including traditional vocational programs, compensatory and support-oriented programs, and alternative programs such as those based on learning centers and laboratories. Student learning contracts, visiting consultants or specialists, cooperative programs, competency-based education, applied learning in a problem-solving mode, and Academic Development Plans (ADPs) are all effective in programs infusing academic instruction into the vocational curriculum. Like Individualized Education Plans, ADPs describe a student's present level of educational performance, state annual goals, and identify appropriate objective criteria, evaluation procedures, and schedules for determining whether or not these objectives are being achieved. (MN)

ED 292 972 CE 049 900
Naylor, Michele
Vocational Education-Job Training Partnership Act Coordination. ERIC Digest No. 68.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062005
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Coordination, *Educational Legislation, Federal Legislation, Postsecondary Education, Program Content, *Program Development, *School Business Relationship, Secondary Education, *Vocational Education
Identifiers—*Carl D Perkins Vocational Education Act 1984, ERIC Digests, *Job Training Partnership Act 1982

Vocational educators, policymakers, and Job Training Partnership Act (JTPA) service providers are developing an increasing awareness of the educational and economic benefits of joint planning and coordination between vocational education and the JTPA. However, some basic differences between the goals, planning procedures, and operating practices of the public and private sectors have, in many cases, made efforts to establish and implement cooperative vocational education-JTPA programs difficult. For example, vocational education's concerns for long-term educational development and its mandate to serve the general in-school population stand in contrast to JTPA's focus on short-term training programs that concentrate on job- or employer-specific skill needs. Research has revealed several steps that employers and JTPA trainers alike can take to improve intersector coordination. These include improving communication through such strategies as holding joint conferences or hiring staff members with experience in the other delivery system, reducing the risk of performance-based contracts to educational institutions by providing partial payment for outcomes (such as course completion) over which educational institutions have more control than they do over employment outcomes, and supplementing on-the-job training to broaden the preparation of clients and increase their attractiveness to employers. A national study of joint planning during 1986 found little in the way of coordination during that particular year. A second study undertaken the following year was more encouraging, however. (MN)

ED 292 941 UD 026 119
Wells, Amy Stuart
Teacher, Principal, and Parent Involvement In the Effective School. ERIC/CUE Digest Number 38.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—OERI-400-86-0015
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Administrator Role, *Educational Environment, Elementary Secondary Education, Expectation, *Family Environment, Instructional Leadership, Mastery Learning, *Parent School Relationship, *Principals, School Effectiveness, Teacher Effectiveness, *Teacher Role, Time on Task

The roles and conduct of teachers and principals have emerged as good indicators of effective schools. Research is presently being conducted on parent involvement and its effect on student learning. Good teacher-student interaction is crucial to effective learning. Teachers must have high expectations for students. Their techniques for transferring knowledge must be efficient and thorough. If used properly, methods such as mastery learning can improve achievement. Principals of effective schools must have high expectations for students. Strong instructional leadership techniques will make it clear that learning is the focus of the school. A positive school climate can be maintained if administrators are supportive of teacher needs and institute a joint decision-making process. While teachers and principals are responsible for developing strong ties between school and home, parents can try to maintain a positive home environment which is conducive to academic achievement. The important home factors include the following: (1) work habits and daily schedule of the family; (2) available parental guidance, support, and assistance for the child's school and homework; (3) intellectual stimulation; (4) language development; and (5) parents' academic aspirations and expectations. More research is needed to know if effective school techniques are applicable to all students at all grade levels. (VM)

ED 292 940 UD 026 118
Ascher, Carol
Improving Chapter 1 Delivery. ERIC/CUE Digest Number 39.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 88
Contract—OERI-R188062013
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Compensatory Education, *Delivery Systems, Educationally Disadvantaged, *Educational Strategies, Elementary Secondary Education, High Risk Students, Low Achievement, *Program Effectiveness, *Program Evaluation, School Schedules, *Services
Identifiers—*Education Consolidation Improvement Act Chapter 1

Researchers and educators have begun to question whether Chapter 1 pull-out programs are the most effective method of delivering extra help to the students who need it. Pull-out programs are still the predominating type, but may be declining in popularity as in-class programs gain favor. This document summarizes a variety of program designs which are used nation-wide to provide Chapter 1 services to students. They are the following: (1) pull-out programs which provide instruction outside of the classroom and have advantages and disadvantages to student achievement and school organization; (2) add-on programs which take place beyond the regular instructional times and may cause difficulties in scheduling and transportation; (3) in-class instruction in which there is usually a Chapter 1 specialist along with the regular teacher in the students' classroom; and (4) replacement programs which provide Chapter 1 students with separate classes for all of the instruction they are to receive in a given subject and which reduce the class size for regular teachers in some areas of instruction. Research has suggested some more effective methods, but national, state, and local laws impede the success and flexibility of service delivery. A list of eight references is included. (VM)

ED 292 740 SO 019 040
Patrick, John J.
Teaching the Federalist Papers. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Report No.—EDO-SO-88-2
Pub Date—Feb 88
Contract—RI880-62-009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, *Constitutional History, Information Sources, Secondary Education, Social Studies, Teaching Methods, *United States Government (Course), *United States History
Identifiers—ERIC Digests, *Federalist Papers, *United States Constitution

This digest discusses: (1) the main ideas contained in "The Federalist Papers"; (2) reasons for teaching "The Federalist Papers" in secondary schools; and (3) how to teach ideas of "The Federalist Papers." The authors of "The Federalist" held varying ideas about government, but strongly agreed on the fundamental ideas of republicanism, federalism, separation of powers, and free government. Ideas of "The Federalist" are essential elements of education for citizenship in the U.S. constitutional democracy, and they are keys to understanding how U.S. government works. Ideas of "The Federalist Papers" are congruent with the content of standard secondary social studies courses and can be infused into those courses. They can be used to teach core concepts of U.S. constitutional government, and excerpts from selected essays can be utilized to explicate these civic concepts. Ideas of "The Federalist" can be used to encourage deliberation, reflection, and rational decision-making. Teachers can abbreviate, annotate, and otherwise edit selections from the documents to aid comprehension and interpretation of main ideas by students. References and ERIC resources are given. (SM)

ED 292 485 JC 880 095
Brawer, Florence B.
Community College Students in the Fine and Performing Arts. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-1
Pub Date—87
Contract—RI88062002
Note—6p.
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age, College Curriculum, Community Colleges, Courses, *Fine Arts, *Majors (Students), Minority Groups, *Occupational Aspiration, *Student Characteristics, Student Educational Objectives, Student Motivation, *Theater Arts, Two Year Colleges, *Two Year College Students
Identifiers—*ERIC Digests

The fine and performing arts have long been a part of the two-year college curriculum, though the organizational structures of the colleges have afforded these courses limited visibility and widely varying roles within the curriculum. In 1987, a study was conducted by the Center for the Study of Community Colleges to determine the goals and characteristics of the students who participate in the fine and performing arts at community colleges. Study findings, based on responses from 1,079 students, included the following: (1) half of the arts students were aged 21 or younger; (2) 38% were employed for more than 20 hours per week; (3) 7.1% of the students were Hispanic, 4.0% were Black, and 3.3% were Asian; (4) 52% of the students were attending the community college "to prepare for transfer," 18% "to gain skills necessary to enter a new occupation," and 22% "to satisfy a personal interest"; (5) in comparison to a national sample of students taking all types of courses, the arts students were younger, more likely to be attending college to prepare for transfer or for their own personal interest, considerably less likely to be Black, and more likely to indicate that their experiences at college had affected them positively; and (6) though only a small percentage of students had been involved professionally with the arts before college, 38% expected that they would be deriving a significant portion of their income from a career in the arts within 5 years. (EJV)

ED 292 217 EA 020 150
Hadderman, Margaret L.
Team Management. ERIC Digest Series, Number EA25.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-R-88-005
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97401 ($2.50 handling charge on each order).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrators, *Board Administrator Relationship, *Cooperation, Elementary Secondary Education, *Management Teams, *Participative Decision Making, *Teacher Participation
Identifiers—ERIC Digests

The management team concept, which developed in response to increasingly complex problems facing schools, is not only compatible with democratic concepts but has also proved responsive to teacher and parent pressure to redistribute power, broaden decision-making participation, and improve administrative efficiency. The school management team, comprising a cross-section of central office and building level administrators, requires sound leadership from the superintendent, endorsement by the board, and a strong commitment to problem-solving and building trust among all participants. Despite good intentions, obstacles to participatory decision-making can result from incomplete information-sharing and misconceptions concerning levels of participation. Several districts illustrate effective team management practices. The management team approach can be strengthened and diversified by (1) including more women and minority administrators and (2) extending the collaborative work mode to department heads and regular teaching staff. The "second wave" of educational reform aims to restructure schools and reshape teachers' roles towards increased collegiality and decision-making responsibility. As administrator roles are reshaped to allow nonthreatening power-sharing with other staff, the entire school community will benefit from a collaborative learning and working environment. Included are nine references. (MLH)

ED 292 172 EA 019 772
Donnelly, Margarita
At-Risk Students. ERIC Digest Series Number 21.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($2.50 handling charge per each request).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Academic Standards, *Disadvantaged, Dropouts, Elementary Secondary Education, *High Risk Students, Program Descriptions, *Program Effectiveness, School Effectiveness, *School Holding Power, *Student Attrition, Withdrawal (Education)
Identifiers—ERIC Digests

Higher standards in public schools have made it necessary for educational reformers to identify at-risk students and to develop effective programs for preventing their failure. This pamphlet begins by delineating the characteristics of at-risk students and discussing evaluation instruments that are useful for identifying such students. Successful programs for helping at-risk students provide a broad range of special services to assist in raising these students' low self-esteem through frequent personal contact with a qualified, caring staff. During a period of federal cutbacks in education (11 percent between 1980 and 1987), there has been a 20 percent increase in the numbers of disadvantaged students. The educational reform movement's push for higher graduation standards is resulting in a record high dropout rate. (TE)

ED 292 108 CS 211 085
Pugh, Sharon L.
Teaching Children To Appreciate Literature. ERIC Digest Number 1.
ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—RI88062001
Note—3p.; Document printed on yellow paper.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Childrens Literature, Elementary Secondary Education, Independent Reading, *Literature Appreciation, *Reader Response, Reader Text Relationship, Reading Comprehension, Reading Materials, Reading Material Selection, Reading Strategies
Identifiers—ERIC Digests, Reading Motivation

Two basic approaches to teaching children to appreciate literature at any level are the structural (traditional literary analysis) and the reader response approaches. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. For children, encounters with literature should retain characteristics of play, children's most natural activity. As they encounter more varied literature, children must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. (Thirteen references are attached.) (JK)

ED 291 666 SO 018 889
Nugent, Helen Jean M.
Teaching about Canada: ERIC Digest No. 44.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Department of Education, Washington, DC.
Pub Date—Dec 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, *Curriculum Development, Curriculum Enrichment, Elementary Secondary Education, Foreign Countries, *Social Studies, *Teaching Methods
Identifiers—*Canada, ERIC Digests

This ERIC Digest considers: (1) why U.S. students should learn about Canada; (2) where course content on Canada belongs in the curriculum; and (3) useful strategies and resources to improve the teaching of Canadian studies. The United States and

Canada share the world's largest undefended border, and the United States trades more with Canada than with any other country. In 1984, the United States accounted for 71.5 percent of Canadian imports. During the 19th and 20th centuries, Canada and the United States have been military and diplomatic partners in supporting stable and free governments throughout the world. Both Canada and the United States have cultural links to Western Europe and the British Isles and both countries have a common commitment to the core values of democracy. Teaching about Canada can be incorporated into existing social studies courses at all levels. University level courses should include sufficient Canadian content to provide future teachers with adequate knowledge to teach about Canada. Separate interdisciplinary Canadian studies courses could include Canadian literature, art, and culture. Strategies for teaching about Canada include: (1) emphasizing comparative analysis; (2) requiring students to examine issues from the Canadian perspective; and (3) using a variety of resources. A list of references and ERIC resources are provided. (SM)

ED 291 665 SO 018 888
Merryfield, Merry M.
The African Social Studies Programme: An Effort to Improve Curriculum and Instruction across 17 African Nations. ERIC Digest.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ED0-SO-88-1
Pub Date—Jan 88
Contract—RI880-62-009
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, Curriculum Enrichment, *Developing Nations, Foreign Countries, International Cooperation, *International Educational Exchange, International Relations, *Social Studies
Identifiers—*Africa, *African Social Studies Program, ERIC Digests

This ERIC digest examines: (1) the origins and goals of the African Social Studies Programme (ASSP); (2) ASSP's organization and operation; and (3) ASSP's major achievements and current challenges. The ASSP is a non-political, non-profit intergovernmental organization of 17 African nations that stimulates, promotes, and monitors innovative curriculum. The ASSP evolved from two major meetings (Queen's College Oxford, England, September, 1967 and Mombasa, Kenya, August, 1968) of concerned African educators and representatives from the United States and English development agencies. The organizational structure of ASSP is a coordinating committee composed of one government-appointed representative from each member country and a six-member executive committee which works with the executive director. This committee is chosen by the coordinating committee to make decisions on its behalf. The major accomplishments of the ASSP center on its role in supporting national efforts within member nations to introduce, develop, and expand social studies education. Challenges for the ASSP are working within the constraints of scarce resources and overcoming the innate sensitivity of the social studies subject matter in developing nations. (SM)

ED 291 515 PS 017 195
Hoot, James L. Kimler, Michele
Early Childhood Classrooms and Computers: Programs with Promise.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Computer Assisted Instruction, *Computer Uses in Education, Elementary Education, *Programing Languages, *Teacher Role, Teaching Methods, *Word Processing, Writing Instruction
Identifiers—ERIC Digests, *LOGO Programing Language, Thinking Skills

Word processing and the LOGO programing language are two microcomputer applications that are beginning to show benefits as learning tools in elementary school classrooms. Word processing packages are especially useful with beginning writers, whose lack of motor coordination often slows down their acquisition of competence in written communication. Software developed for beginning writers can: (1) provide learners with visual, motor, and even auditory support; (2) encourage learners to write more by minimizing mechanical drudgery; (3) encourage writers to focus on content rather than form; (4) increase the likelihood of revision; (5) provide learners with letter-quality output, which encourages sharing of writing; (6) promote social interaction, by making writing visible to passersby; (7) make writing appealing for special needs children; and (8) encourage positive attitudes toward learning. Researchers believe that while the graphics-oriented programing language LOGO does not teach the planning skills necessary for programing, it can help young learners by: developing problem-solving abilities; facilitating learning of mathematical concepts; and encouraging collaboration, social development, creativity, spatial relation development, and overall cognitive development–especially in special needs children. Teachers who understand both the power and limitations of these programs for children make the most effective use of both LOGO and word processing software. (SKC)

ED 291 514 PS 017 194
Nurss, Joanne R.
Readiness for Kindergarten. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-PS-87-2
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Early Childhood Education, *Kindergarten, *Kindergarten Children, Language Skills, Physical Development, *Preschool Teachers, School Entrance Age, *School Readiness, Social Behavior
Identifiers—ERIC Digests, *Teacher Expectations

A consideration of readiness for kindergarten must take into account the kindergarten program and the teacher's expectations of the child. This digest first examines kindergarten teachers' expectations for children's social, behavioral, sensory-motor, cognitive, and language abilities upon entrance to kindergarten. The issue of kindergarten entrance age is then addressed, and different types of kindergarten programs are discussed. The inappropriateness of academically oriented programs for young children which stress structured, whole group, and paper-and-pencil activities is pointed out. It is emphasized that a child might be ready for one type of instructional program, but not another. (PCB)

ED 291 441 JC 880 099
Mabry, Theo N.
Program Review. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-JC-88-1
Pub Date—Jan 88
Contract—RI88062002
Note—6p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, Community Colleges, *Data Analysis, Data Collection, *Evaluation Criteria, *Evaluation Methods, Models, *Program Evaluation, Qualitative Research, State Programs, Statistical Analysis, Two Year Colleges
Identifiers—ERIC Digests

Thoughtful, well-planned and systematic reviews of both instructional and noninstructional programs provide community colleges with a way of determining whether programs are meeting stated objectives and what standards of performance should be maintained. Programs that need improvement or should be eliminated can be identified, and fiscal accountability can be achieved. Program reviews generally have qualitative and quantitative components. The quantitative component utilizes the types of numerical data that are collected and reported to state agencies (e.g., student enrollment, weekly student contact hours, percentage of students completing the program, numbers of degrees granted, and numbers of students transferring to four-year institutions). In gathering qualitative data, students, faculty, advisory committee members and other members of the college community who have knowledge of or experience with a program are asked to share their perceptions and judgments. Quantitative and qualitative components are integrated into an institution's overall plan for program review in various ways, ranging from heavily qualitative to heavily quantitative. Three program review models representing different places on this continuum are Michigan's Program Review in Occupational Education, which is highly qualitative; the statewide program review process used by the Maryland comunity college system which stands on the quantitative side of the continuum; and Pasadena City College's and Foothill College's highly quantitative review models. (UCM)

ED 291 206 EC 201 973
Lesson Structure: Research to Practice, ERIC Digest #448.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Practices, Elementary Secondary Education, *Instructional Effectiveness, *Lesson Plans, *Mild Disabilities, *Research Utilization, *Teaching Methods
Identifiers—ERIC Digests

This digest looks at research findings and instructional applications concerning lesson structure for teacher directed initial instruction of mildly handicapped students. Research has identified seven critical elements of teaching method: gain the learner's attention, review relevant past learning, communicate the goal of the lesson, model the skill to be learned, prompt for correct response, check for skill mastery, and close the lesson. Specific findings and suggestions for implementation are provided for each of the elements. Twenty-one references and/or resources are listed. (DB)

ED 291 205 EC 201 972
Critical Presentation Skills–Research to Practice. ERIC Digest #449.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Educational Practices, Elementary Secondary Education, *Instructional Effectiveness, *Research Utilization, *Teaching Methods
Identifiers—ERIC Digests

This digest looks at research findings and instructional applications of effective teacher presentation skills. Research has identified five critical skills: eliciting frequent responses, maintaining an appropriate pace during the lesson, maintaining attention, monitoring student responses and adjusting the lesson, and ensuring all students an equal chance to learn. Specific findings concerning each of these skills and suggestions for implementation are provided as are 25 references and/or resources. (DB)

ED 291 204 EC 201 971
Learning Disabilities. ERIC Digest #407. Revised.

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ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, *Learning Disabilities, Resources, *Special Education
Identifiers—ERIC Digests

This digest defines learning disabilities, cites their prevalence, describes typical characteristics of learning-disabled students, outlines educational implications of learning disabilities, and lists several printed and organizational resources for further information. (JDD)

ED 291 203 EC 201 970
Disabilities: An Overview. ERIC Digest #420. Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free; please enclose self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Early Childhood Education, Educational Needs, Elementary Secondary Education, Incidence, Resources, *Special Education
Identifiers—ERIC Digests

This digest lists and defines the disabilities which entitle a child to special education, estimates the number of U.S. children requiring special education, briefly discusses the educational implications of disabilities, and lists 6 printed resources and 14 organizational resources which can provide further information. (JDD)

ED 291 164 EA 019 997
Hadderman, Margaret L.
State vs. Local Control of Schools. ERIC Digest Series Number 24.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—88
Contract—OERI-88-005
Note—4p.
Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Board of Education Role, Elemen[illegible] Secondary Education, *School District Au[illegible]y, *School District Reorganization, *Self [illegible]ination, *State Boards of Education, School District Relationship
I[illegible]ers—*Central Office Administrators, ERIC Digests

Local school districts have gradually lost policy-making discretion to state legislatures and bureaucracies. State-mandated reforms of school finance and academic standards (especially those involving curricular alignment with standardized tests) tend to diminish teacher autonomy and creativity, disrupt school climate, and ignore individual school and student differences. To restore balance, states and central offices can avoid being overprescriptive and local school boards can act as "institutional buffers" and strong leaders with clearly defined roles and objectives as well as effective policy-making, implementation, and self-evaluation procedures. (MLH)

ED 291 018 CG 020 550
Klimek, David Anderson, Mary
Understanding and Parenting Adolescents. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescent Development, *Adolescents, Change, *Developmental Tasks, *Family Life, *Family Relationship, *Parent Child Relationship, Psychological Patterns, Self Evaluation (Individuals), Significant Others
Identifiers—ERIC Digests

This factsheet considers the psychological task of adolescence, explains the adolescent's separation from his/her parents, and gives child and parent checklists for evaluating family functioning. Patterns of family development are discussed, including midlife parental development and the influence of previous generations. The role of non-family adults is described. (NB)

ED 291 017 CG 020 549
Benjamin, Libby
Understanding and Managing Stress in the Academic World. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *College Students, *Coping, Counseling Techniques, Higher Education, Intervention, Prevention, *School Counselors, *Stress Management, *Stress Variables, Student Needs
Identifiers—ERIC Digests

This factsheet presents several generalizations regarding stress, then looks specifically at faculty/counselor distress and student distress. Coping strategies to help faculty and counselors reduce their own stress and the stress of students are listed; both preventive and combative strategies are included. (NB)

ED 291 016 CG 020 548
Shill, Karen
Precollege Guidance and Counseling. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Admissions Counseling, *College Bound Students, College Choice, College Preparation, *Counselor Role, Decision Making, Elementary Secondary Education, Equal Education, *School Counseling, *School Counselors, *School Guidance, Student Needs
Identifiers—ERIC Digests

This factsheet explores the school counselor's role in helping college-bound students. Equity in counseling is considered in the areas of access to counseling and student tracking. Timelines in precollege counseling are presented for elementary and junior high grades, and for each grade level in high school. Eight resource documents are listed. (NB)

ED 291 015 CG 020 547
Beekman, Nancy
The Dropout's Perspective on Leaving School. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Failure, Adolescents, *Dropout Attitudes, *Dropouts, Employment Opportunities, *Motivation, Negative Attitudes, Reentry Students, Secondary Education
Identifiers—ERIC Digests

This factsheet considers dropping out of school from the dropout's point of view: reasons for dropping out, life after leaving school, and the dropouts' own evaluation of their decision to leave school. It identifies a dislike of school, low academic achievement, and a desire to work as key reasons for dropping out. Thirteen resource documents are listed. (NB)

ED 291 014 CG 020 546
Bolton-Brownlee, Ann
Alcohol Use among College Students. Highlights: An ERIC/CAPS Digest.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—400-86-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alcohol Education, *College Students, *Counseling Techniques, *Drinking, Environmental Influences, Family Influence, Higher Education, Identification, Peer Influence, Personality Traits, Sex Differences, *Student Behavior
Identifiers—*Alcohol Use, ERIC Digests

This factsheet examines alcohol use among college students. It explains how to identify problem drinking, discussing negative consequences of drinking, excessive consumption and intoxication, and reasons for drinking. Correlates of problem drinking are described in the areas of personality and gender; peer, family, and environmental influences are considered. It concludes with a look at counseling and alcohol education programs. Ten resource documents are listed. (NB)

ED 290 575 PS 017 135
Gray, Ellen B.
Latchkey Children. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Ave., Urbana, IL 61801.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Adolescents, Behavior Problems, Children, Interpersonal Competence, *Latchkey Children, Peer Influence, *School Age Day Care, Self Esteem, *Skill Development, Student Adjustment
Identifiers—ERIC Digests, *Self Care

Although it has become commonplace in our society for children to take care of themselves for periods of time every day while their parents work, not much is known about the adequacy or effects of these self-care arrangements. Recent studies have reached very different conclusions regarding academic performance, social skills, self-esteem, school adjustment, influence of peers, and behavior problems of latchkey children. A number of educational curricula have been developed to help children who stay alone to care for themselves, and at least one program attempts to facilitate decision-making about whether to place a child in self-care. Concern about the number of children staying alone has stimulated action on the part of the federal government, state governments, and local communities. (PCB)

ED 290 554 PS 017 100

Katz, Lilian G.

What Should Young Children Be Learning? ERIC Digest.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0023

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, *Early Childhood Education, *Elementary School Curriculum, Experiential Learning, Interpersonal Relationship, Learning Activities, Learning Strategies, *Preschool Curriculum, Small Group Instruction, Student Projects, *Teaching Methods, Young Children

Identifiers—Academic Pressure, Dispositional Characteristics, ERIC Digests

This digest discusses curriculum and teaching strategies for early childhood education which best serve children's long-term development. Two dimensions of development, normative and dynamic, are considered with respect to what children should be learning. Four categories of learning are identified, namely, knowledge, skills, feelings, and dispositions. Presented is the view that young children learn most effectively when engaged in interaction with others in the classroom, with materials, and with their surroundings. The risks of early academic instruction are examined, and the importance of using a variety of teaching methods in an informal setting is stressed. Suggested is an intellectually oriented approach in which children interact in small groups as they work together on projects which help them make sense of their own experience. (PCB)

ED 290 542 PS 017 074

Hollifield, John

Ability Grouping in Elementary Schools.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—OERI-400-86-0023

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Grouping, Classes (Groups of Students), Elementary Education, *Elementary Schools, Literature Reviews, Small Group Instruction

Identifiers—ERIC Digests, Mixed Age Groups, Slavin (Robert E)

This ERIC Digest summarizes Robert E. Slavin's 1986 comprehensive review of research on the different types of ability grouping in elementary schools. Slavin examines evidence on the achievement effects of five comprehensive ability grouping plans in elementary schools: (1) ability grouped classroom assignment; (2) regrouping within grade level for reading and mathematics; (3) the Joplin plan–regrouping across grade levels for reading; (4) the nongraded plan–grouping according to performance rather than age; and (5) within-class ability grouping. The digest summarizes the effects found, and presents Slavin's recommendations for schools and teachers regarding ability grouping. (PCB)

ED 290 463 IR 013 119

McLaughlin, Pamela W.

CD-ROM for Educators. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Sep 87

Contract—400-85-0001

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free, while supply lasts).

Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bibliographic Databases, Computer Software, *Information Systems, Librarians, Microcomputers, *Optical Data Disks, *Reference Materials, Teachers

Identifiers—ERIC Digests

This overview of CD-ROM (Compact Disk-Read Only Memory) technology covers technical specifications as well as applications of special interest to teachers, school administrators, and librarians. Materials available on CD-ROM disks are described, including a variety of reference works, and a directory of publishers/producers is provided. Issues of concern and trends are also briefly discussed, including new technologies that will permit the local addition of data and networking. A nine-item bibliography is provided. (EW)

ED 290 233 EA 019 895

Scott, James J. Smith, Stuart C.

Collaborative Schools. ERIC Digest Series, Number 22.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—OERI-R-86-0003

Note—4p.; Printed on colored paper.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrative Organization, *Educational Cooperation, Educational Environment, Elementary Secondary Education, Instructional Improvement, Instructional Leadership, *Interprofessional Relationship, Participative Decision Making, Principals, School Based Management, School Effectiveness, *Teacher Administrator Relationship, *Teacher Participation, *Teaching Conditions, Teamwork

Identifiers—*Collaborative Learning, ERIC Digests

A growing number of educators are focusing their efforts on improving the work environment of teaching. In place of the typical school's norms and practices that isolate teachers from one another, collaborative schools have norms that encourage teachers and principals to cooperate for school improvement. Such schools are characterized by frequent teacher interaction with respect to teaching methods and problems, frequent observation and constructive criticism of teachers, joint planning and preparation, and peer training and support. Principals can promote collaboration by involving faculty members in decisions related to curriculum and instruction, by coordinating teachers' schedules to allow peer observation, and by promoting norms of cooperation through their own example in seeking teachers help with curriculum and scheduling and in observing and evaluating teachers. (TE)

ED 289 998 CE 049 277

Harrison, Cheryl

Education for Tomorrow's Vocational Teachers. Overview. ERIC Digest No. 67.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0011

Note—4p.; Document contains small print.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Needs, *Futures (of Society), Needs Assessment, State of the Art Reviews, *Teacher Education, Teacher Qualifications, *Teacher Responsibility, Teacher Role, *Vocational Education, *Vocational Education Teachers

Identifiers—ERIC Digests

Being an effective vocational teacher today means having knowledge and/or experience in four areas: a specific skill area; instructional planning, implementation, and evaluation; classroom and laboratory management; and occupational experience. Tomorrow's vocational teachers will need to be competent in all of these areas, but they will also need to develop skills in areas that may seem distant from their primary teaching duties. The need to help students develop employability skills and higher-order thinking skills is becoming more evident. Vocational teachers will be called upon with increasing frequency to address individual needs in their classroom. Teachers will have to manage experiential learning programs, both in and out of the classroom. Teachers will likely be expected to become more involved in public relations work, and they will face increasing demands from the standpoint of keeping up to date in their specialties and professional development. The Holmes Group report, "Tomorrow's Teachers," and the Carnegie Forum report, "A Nation Prepared: Teachers for the 21st Century," have outlined similar proposals for reforming teacher education. Many of these proposals (for example, creating a national board of standards and relating teacher incentives to student performance) have raised serious debate. Regardless of the outcome, it is likely that change in vocational teacher education will come about, not only because of the reform reports but also because of other pressures within the education community. The final effects of the reform movement will likely be felt in the next decade. (MN)

ED 289 997 CE 049 276

Naylor, Michele

Vocational Education in Community-Based Organizations. Overview. ERIC Digest No. 66.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0011

Note—4p.; Document contains small print.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Agency Role, *Community Education, *Community Organizations, *Cooperative Planning, Coordination, Educational Cooperation, Models, Postsecondary Education, Program Content, *School Community Programs, *School Community Relationship, *Vocational Education

Identifiers—ERIC Digests

Because of their special ties to the community, community-based organizations (CBOs) are often able to be more responsive to the needs of local or special populations than can mainstream institutions such as schools and government-funded employment services. CBOs such as Service Employment Redevelopment (SER), the National Urban League, and Operation Mainstream have been especially effective in working with disabled, disadvantaged, minority, and limited-English speaking individuals. Despite their advantages, most CBOs are not in a position to provide the highest-quality vocational programs on their own–hence the need for collaboration between CBOs and vocational education. A wide array of partnerships are possible, depending on such factors as the size and resources of the CBO in question, its target clientele, its overall goals, and the types and extent of services that it has developed on its own. Possible foci for partnerships between a CBO and vocational education include vocational orientation and counseling, remedial education, career education in an alternative high school setting, employment and work experience programs, and combined/comprehensive programs. The barriers that have been found to interfere with some CBO/-vocational education partnerships, such as "turf" problems, unwillingness to expend funds for services that another agency can provide, and interagency competition for clients, can often be overcome by careful preliminary planning and face-to-face meetings between the collaborating parties to foster an understanding of each other's goals and concerns and to develop mutually suitable goals and strategies. The Opportunities Academy of Management Training has developed a 12-point plan for establishing local partnerships and a 7-point plan for establishing state partnerships. (MN)

ED 289 996 CE 049 275

Kerka, Sandra

Adult Career Counseling: An Interactive Model. Overview. ERIC Digest No. 65.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.; Document contains small print.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Career Counseling, Counseling Objectives, *Counseling Techniques, Disabilities, Dislocated Workers, Displaced Homemakers, *Interaction, Limited English Speaking, Models, Prisoners, Special Programs, *Systems Approach
Identifiers—ERIC Digests, Older Workers

A comprehensive delivery system offers several advantages in career counseling programs serving adult clients. Systematic delivery is advantageous because of its developmental emphasis, effective use of resources, amenability to change, provisions for built-in ongoing evaluation, and focus on process and product. A comprehensive adult career counseling delivery system includes the following components: needs assessment, resource assessment, goal setting, planning, establishment of specific objectives, program development, implementation, evaluation, and modification. Vetter et. al. (1986) have developed a six-point interactive model for adult career counseling programs. The model provides for intake (obtaining formal information about the client and establishing a foundation for the counseling relationship); formal assessment (analyzing clients' strengths, weaknesses, attitudes, values, and interests with enough flexibilty to address the needs of special populations); exploration and information gathering (to identify and clarify work values, interests, and skills and to facilitate exploration of specific occupations); decision making (identifying, prioritizing, and selecting alternatives); planning (translating the information gathered in the preceding stages into action); and transition (entry into a training program, education program, or job). Care must also be taken address the special career planning needs of dislocated workers, displaced homemakers, long-term unemployed persons, limited-English proficient individuals, adults with disabilities, incarcerated persons, and older workers. (MN)

ED 289 949 UD 025 963
Webb, Michael
Peer Helping Relationships in Urban Schools. ERIC Digest.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-D-37
Pub Date—Dec 87
Note—4p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, Elementary Secondary Education, *Learning Strategies, Outcomes of Education, *Peer Influence, *Peer Teaching, Student Attitudes, *Student Motivation, Teaching Methods, *Tutorial Programs, *Tutors, Urban Education
Identifiers—ERIC Digests

Research has shown that students and teachers can benefit from structured in-school helping relationships in which peers assume formal roles as tutors. For the student in need of academic help, peer tutoring programs provide an opportunity to learn in a more nonthreatening environment than the classroom. Immediate feedback and clarification of information is possible. For the student tutor, these programs reinforce their own knowledge, build their self-esteem, and develop a sense of responsibility. The experience may result in improved attitudes for both the tutor and the learner, and can also foster cross- cultural and interracial awareness. The use of peer tutors in the classroom can make teachers more flexible and enable them to better target their efforts toward individual students. Effective peer tutoring programs have used the follow steps to guide their work: (1) establish a planning group; (2) assess student needs; (3) develop measurable goals and objectives; (4) determine faculty, material, and equipment needs; (5) develop a draft plan for school staff and parental review; (6) formally present a revised plan; (7) conduct an orientation; and (8) conduct ongoing evaluation. Peer tutoring is an underutilized instructional strategy in urban schools. (VM)

ED 289 948 UD 025 962
Schwartz, Wendy
Teaching Science and Mathematics to At Risk Students. ERIC Digest.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—ERIC/CUE-D-36
Pub Date—Sep 87
Note—6p.
Available from—ERIC Clearinghouse on Urban Education, Institute on Urban and Minority Education, Box 40, Teachers College , Columbia University, New York, NY 10027 (single copies free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Processes, Cultural Differences, Educational Change, Educational Improvement, Females, *High Risk Students, *Instructional Innovation, *Mathematics Instruction, Minority Groups, Parent Role, Racial Bias, *Science Instruction, Sex Differences, Social Bias
Identifiers—ERIC Digests

Traditionally, disadvantaged groups, such as women and minorities, have not excelled in science and math. Often the lack of literacy and achievement in these subjects is due to the following factors: (1) cognitive differences between how the information is presented and how the students process it; (2) lack of familiarity, because of cultural differences with the context in which the material is taught; (3) family stress due to poverty and/or unemployment; (4) racial and cultural biases that may lead teachers and parents to believe that minorities and women cannot get jobs in technology or aren't suited for them, and therefore shouldn't waste effort learning subjects that will be of no career use; (5) the perception that physically disabled students cannot function safely in a technological environment; and (6) tracking that steers certain groups away from academic or technical courses. Recently a range of successful educational policies, programs, and methods have been identified to help these students. They are the following: (1) high quality programs with longevity and continuity; (2) high quality diverse staff who are role models for the participants; (3) recontextualization, which allows students to understand the material in the context of their own lives; (4) cultural and language sensitivity; (5) anxiety-reducing strategies; (6) improved programming; and (7) cooperative, heterogeneous grouping of students. Out-of-school programs and parental help are also effective in helping disadvantaged students. (VM)

ED 289 887 TM 870 614
Coburn, Louisa
Student Evaluation of Teacher Performance.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0015
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Evaluation Problems, *Evaluation Utilization, Higher Education, Reliability, *Student Evaluation of Teacher Performance, Validity
Identifiers—ERIC Digests

Research on student evaluation of college teachers' performance is briefly summarized. Lawrence M. Aleamoni offers four arguments in favor of student ratings: (1) students are the main source of information about the educational environment; (2) students are the most logical evaluators of student satisfaction and effectiveness of course elements; (3) the student-teacher communication involved raises the level of instruction; and (4) use of student ratings by other students in course selection may increase the possibilities that excellence in instruction will be rewarded. Although faculty have expressed concern about the ratings being measures of popularity, research indicates that students can effectively discriminate between teaching effectiveness and other affective dimensions. Research does not support strong relationships between teacher ratings and student grades, while research on the effect of class size is inconclusive. It is noted that design of the rating forms should consider the purpose of the evaluation (formative or summative); that the ratings should be administered by appropriate departments; and that a summary of results should be available quickly. In general, individual respondents' comments should not be published. (GDC)

ED 289 886 TM 870 613
Wildemuth, Barbara M.
Minimum Competency Testing and the Handicapped.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 83
Contract—400-86-0018
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Graduation Requirements, High Schools, *Legal Problems, *Minimum Competency Testing, Special Education, State Programs, Test Construction, *Testing Problems
Identifiers—ERIC Digests

This brief overview of minimum competency testing and disabled high school students discusses: the inclusion or exclusion of handicapped students in minimum competency testing programs; approaches to accommodating the individual needs of handicapped students; and legal issues. Surveys of states that have mandated minimum competency tests indicate that many states' requirements specifically mention provisions for handicapped students. The method of test administration is often modified, and should be based on the modifications indicated in the student's individualized educational program (IEP). Approaches which have been used by states include: (1) the exclusion of severely handicapped students; (2) use of different graduation requirements, such as completion of the IEP or a different weight for the test score; and (3) testing modifications which allow physically disabled students to complete the test, such as Braille editions. Legal problems may arise when certain students are not allowed to take the minimum competency test, and are therefore denied the opportunity to earn a diploma. Problems of discrimination may also arise if remedial instruction is not available to disabled students, or if evaluation standards are applied inconsistently within a state. (GDC)

ED 289 885 TM 870 612
Measuring Teacher Attitudes toward Mainstreaming.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[85]
Contract—400-86-0018
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Measures, Disabilities, Educational Research, Elementary Secondary Education, *Mainstreaming, *Teacher Attitudes
Identifiers—Attitudes Toward Mainstreaming Scale, Education for All Handicapped Children Act, ERIC Digests, Stages of Concern Questionnaire

This brief overview discusses the rationale for measuring teachers' attitudes toward the mainstreaming of handicapped students into regular classrooms, as well as research findings on teacher attitudes. Two attitude tests, Berryman and Berryman's Attitudes Toward Mainstreaming Scale and Hall's Stages of Concern Questionnaire, are also briefly described. The identification of teacher attitudes is important because of the effects of teachers' expectations on students, as well as the relevance of teacher attitudes for evaluating program effectiveness. Teacher attitudes, both toward handicapped students and toward mainstreaming, can be measured by rating scales, interval scales, rank order, Q sorts, semantic differential techniques, sociometric techniques, adjective checklists, questionnaires, and interviews. Research shows that many teachers express negative views about handicapped students and mainstreaming, especially for emotionally disturbed and mentally retarded students. Both support services and teacher education are associated with more positive teacher attitudes. (GDC)

ED 289 884 TM 870 610

Legal Issues in Testing.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—[85]

Contract—400-86-0018

Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Court Litigation, *Educational Testing, Intelligence Tests, *Legal Problems, Racial Discrimination, Student Placement, Test Bias, *Testing Problems, *Test Use, Test Validity

Identifiers—ERIC Digests

This Digest overviews legal challenges in five areas of test use for decision-making in schools: ability tracking, placement in special education classes, test scores as college admissions criteria, test disclosure, and teacher competency testing. Cases illustrating these challenges are described and include: Hobson v. Hansen (1967), Moses v. Washington Parish School Board (1971), Larry P. v. Riles (1972), Parents in Action on Special Education v. Hannon (1980), Diana v. California State Board of Education (1970) and Bakke v. Regents of the University of California (1976). In general, cases have been decided based on the specific circumstances of each case, and revolve around the validity of the test for a specific use. Many cases concern issues of racial, cultural, or linguistic biases in the tests themselves. (BS)

ED 289 658 RC 016 525

Edington, Everett D. Koehler, Lyle

Rural Student Achievement: Elements for Consideration. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-86-0024

Note—10p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Access to Education, Comparative Analysis, Educational Research, Elementary Secondary Education, Higher Education, High School Graduates, Models, *Outcomes of Education, Parent Influence, *Rural Education, *Rural Urban Differences, School Community Relationship, *Small Schools, *Student Characteristics

Identifiers—ERIC Digests

Current educational research efforts are examining rural/urban differences in achievement, appropriateness of rural/urban achievement measures, effects of parents and community on the attainment of rural students, and how well rural students succeed in higher education. To accurately assess the small, rural school's impact on students, rural-urban comparisons must be made on students who are matched by origin, background, and access to information. Recent composite results find little difference in the academic achievement of rural and urban students or in their desire to attend college. A rural deficit model could be replaced by a rural strength model, for that is suggested by the fact that rural students do wish to attend college and make adequate grades there, notwithstanding the fact that rural high school students have less total access to educational information. It could be argued that rural high school students are therefore, in terms of their overall progress, achieving more, not less. Twelve studies cited and discussed in this digest are listed at the end of the paper. (NEC)

ED 289 368 FL 017 082

Riddlemoser, Nancy

Working with Limited-English-Proficient Students in the Regular Classroom. ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Contract—400-86-0019

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Acculturation, *Classroom Communication, Classroom Environment, Classroom Techniques, Elementary Secondary Education, English (Second Language), Instructional Materials, Intercultural Communication, *Limited English Speaking, *Mainstreaming, *Student Needs, Teacher Behavior, *Teacher Role

Identifiers—*ERIC Digests

The time spent in the regular English-language classroom is critical for the limited-English-proficient (LEP) student in eventual mainstreaming. The classroom teacher can work productively with LEP students in the classroom to maximize their exposure to authentic language during the school day. Classroom communication should be simple and clear, communicate warmth, use nonverbal techniques such as prompts and gestures, contain established oral/aural routines, and be consistent even during the student's "silent period" of language learning. The student should be encouraged to use as much English as possible. The first priority is to ensure that the LEP student feels comfortable and secure in the classroom, and the buddy system and other forms of class acceptance and encouragement are helpful. Careful monitoring of the student's social and academic development for possible disabilities or psychological barriers is essential. It is important to maintain high expectations of LEP students, to be prepared for their success, and to remember that they generally do not require remedial work. These students should learn the classroom management system as soon as possible and follow it as other students do. The teacher can and should learn about the students' home culture, and should explain and anticipate students' cultural and social difficulties as much as possible. (MSE)

ED 289 367 FL 017 081

Berwald, Jean-Pierre

Teaching Foreign Languages with Realia and Other Authentic Materials. ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Dec 87

Contract—400-86-0019

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Techniques, *Cultural Education, *Educational Media, Instructional Materials, Mass Media, *Media Adaptation, *Realia, *Second Language Instruction

Identifiers—*Authentic Materials, *ERIC Digests

Realia, authentic documents, and mass media are living daily proof of the value of language. Their authenticity, specialized vocabulary, reinforced grammatical structures, and topics of interest can help encourage interest in the target language and culture. They contain current language on all imaginable topics, and are not artificial or contrived. One of the most compelling reasons for using them is the teacher's involvement in selecting and adapting materials for classroom use. Mass media can help to dispel stereotypes. Realia such as maps and schedules often contain a minimum of language and reduce potential frustration: other kinds of realia lend themselves well to demonstration. Educators differ on whether the materials should be used in their original in an adapted form. The instructor can prepare written materials to accompany the realia, and can easily prepare audiovisual aids with it. One of the key advantages in using realia is its direct link to culture, allowing attention to subtle and not-so-subtle differences between the target culture and our own. Newspapers, magazines, movie ads, mail-order catalogs, television commercials, the Yellow Pages, and souvenirs and other printed materials gathered in travel abroad or requested from other sources are examples of useful realia. (MSE)

ED 289 366 FL 017 080

Rosenbusch, Marcia H.

Foreign Language Learning and Children: The Parental Role. ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Contract—400-86-0019

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Children, Educational Objectives, Elementary Secondary Education, Learning Strategies, Parent Attitudes, *Parent Influence, *Parent Participation, *Parent Teacher Cooperation, Second Language Learning, *Second Language Programs, *Second Languages

Identifiers—*ERIC Digests

Parents of children in elementary and secondary school foreign language programs want to know what outcomes they can expect from the programs and how they can support and encourage their children's language study. Learning outcomes vary with program goals. Program types include immersion, partial immersion, foreign language in elementary schools (FLES), and foreign language experience or exposure (FLEX). The parent's influence on the child can be both passive and active, but active encouragement is associated with better language learning. Parents can demonstrate their positive attitude toward language learning by actively participating in a variety of ways at home, at school, and in the community. At home, parents can encourage, but should not push, their children by praising them for their growing interest and ability and knowledge of the foreign culture. At school, parents can establish a positive relationship with the teacher and staff, volunteer to help, and share with the teacher evidence of the child's progress. Families can also help educate the community about the value of foreign language learning and establish new programs. There are many organizational and information resources available to parents for these purposes. (MSE)

ED 289 365 FL 017 079

Silber, Ellen S.

Academic Alliances in Foreign Languages and Literatures. ERIC Q&A.

ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 87

Contract—400-86-0019

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, College School Cooperation, *Elementary School Teachers, Elementary Secondary Education, Higher Education, *Institutional Cooperation, Interprofessional Relationship, *Language Teachers, *Secondary School Teachers, Second Language Instruction, *Teacher Associations

Identifiers—*ERIC Digests

Academic alliances, local cooperative groups of teachers of languages and literatures at all levels, meet regularly to discuss current developments in language teaching, explore particular problems and find solutions to them, and help faculty take responsibility for their intellectual and professional lives. Membership can range from 20 to 100 professionals in several or many institutions. Despite the diverse needs, concerns, and composition of individual alliances, each works for the mutual professional development of its membership and the promotion of foreign language and literature education. They have coordinated and implemented a variety of programs, including short immersion programs, visits by native speakers, exchanges of teaching techniques and materials, exploration of new technologies and resources, teacher fellowships, community awareness and support efforts, and initiatives for state program improvement. New alliances continue to form, while more established groups undertake more ambitious projects. Steps in forming alliances include identifying interested faculty, establishing a steering committee, establishing a collaborative group, and holding meetings for discussion and elaboration. Administrator participation can be crucial to an alliance's success by providing logistical and material support and incentives for participation. A variety of resources are available for forming alliances. (MSE)

ED 289 364 FL 017 078
Christian, Donna
Vernacular Dialects in U.S. Schools. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Communication, Cultural Differences, Elementary Secondary Education, English, English Instruction, Equal Education, *Language Attitudes, *Nonstandard Dialects, *Standard Spoken Usage
Identifiers—*ERIC Digests

Children from different backgrounds come to school speaking a wide variety of dialects. Questions concerning the use of dialects in schools have become increasingly complex and controversial in recent years. A central issue is the requirement of a standard dialect in school. Some find it discriminatory, others find it necessary to broaden student opportunity. Dialect differences can affect the quality of education received. Dialect may interfere with the child's acquisition of information and skills, and school personnel and other students may make erroneous assumptions about the vernacular-speaker's capabilities, motivation, and even morality. Two viewpoints on dialects have emerged. The "deficit" position maintains that speakers of vernaculars have a cognitive or language handicap. The "difference" position argues that while languages are different, none is inherently better than another. However, students' language and cultural background can influence their chances of success. Schools might choose to emphasize grammatical usage or writing rather than pronunciation. If a school decides to teach standard English, certain general guidelines concerning content and approach should be followed. Some educators are encouraging active standard and nonstandard dialect study in the curriculum, which can benefit students from all linguistic backgrounds. (MSE)

ED 289 363 FL 017 077
Inman, Marianne E.
How Foreign Language Study Can Enhance Career Possibilities. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Communication, Careers, *Curriculum Development, Educational Benefits, Educational Needs, Higher Education, *Job Skills, *Language Proficiency, *Professional Occupations, Second Language Instruction, *Second Languages
Identifiers—*ERIC Digests

Proficiency in a foreign language combined with knowledge and skills in another professional area is highly desirable in the marketplace. Business places the greatest emphasis on this combination, although language skills rank well below other selection factors. Most employers provide language training when necessary, but the amount of time available and the level of proficiency attained are usually very limited. Many employees become discouraged at the magnitude of the language learning task. An employee with a solid language knowledge and business or managerial skills has a competitive edge over other job applicants, and bilingual individuals are in great demand. Miscommunication that occurs when employees do not have foreign language skills can mean missed opportunities and unsuccessful business dealings. Many secondary and postsecondary schools have developed nontraditional, interdisciplinary foreign language courses as a result of this need and of general dissatisfaction with traditional language instruction. Study or work abroad is often included in the program. The integration of career and foreign language studies contributes significantly to both the business community and the foreign language education profession, filling a critical need and leading to increasingly successful global interactions. (Author/MSE)

ED 289 362 FL 017 076
Jarvis, Gilbert A. Bernhardt, Elizabeth B.
Foreign Language Teacher Education. 1987 Update. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, *Course Content, *Course Objectives, Language Proficiency, *Language Teachers, Modern Languages, Second Language Instruction, State Standards, *Teacher Education, Teacher Education Programs, Teacher Qualifications
Identifiers—*ERIC Digests

Despite much rhetoric, foreign language teacher education lacks a substantial research base. Teacher education programs in general consist of subject-matter coursework, general education requirements, and specialized educational content, domains that have remained relatively unchanged in two decades. However, recent reform movements may have a significant impact on each of these areas. The subject matter content varies somewhat among programs, with linguistics and English grammar courses predominating. The general education component may consist of generic courses in psychology, philosophy of education, and general teaching methods, with some field experiences in schools in a variety of subject areas. Fortunately, many large institutions can now offer specialized methods courses in foreign language teaching, but they are often taught by professionals with more traditional approaches. Certification standards vary from state to state, and not all states have reciprocal agreements. The language proficiency of teachers is a growing concern, and some states are considering using proficiency tests as required teacher assessment measures. Many states have also begun to require teacher testing in subject matter and teaching skills. There is much interest in teacher education reform and improvement. Now that public attention has turned toward teacher education, the critical missing factor is research. (MSE)

ED 289 361 FL 017 075
Kreidler, Carol
ESL Teacher Education. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Certification, Educational History, Educational Trends, *English (Second Language), *Language Teachers, Models, Professional Associations, Professional Development, Second Language Instruction, *Teacher Education, *Teacher Education Programs, Teacher Qualifications
Identifiers—*ERIC Digests, *Teachers of English to Speakers of Other Languages

Although the teaching of English as a second language (ESL) is a relatively new profession, it is an old activity. Until World War II, ESL instruction in the United States was irregular. In 1940, the first ESL teachers enrolled in a University of Michigan training program based on structural or descriptive linguistics. The Army Language School began to expand the field of linguistics, and college linguistics programs also began to develop. The 1964 National Defense Education Act spurred the growth of ESL summer institutes and university training programs, and the newly-founded Teachers of English to Speakers of Other Languages (TESOL) developed guidelines for certification and training. Currently, 33 states and the District of Columbia have certification or endorsement requirements. Areas of necessary training for ESL teachers include English linguistics, anthropology, psychology, sociology, and education. Most of the existing training programs are at the graduate level, and many school systems provide in-service training. Since 1970, ESL teaching methodology has seen a shift from the teacher-centered to student-centered classroom, and teachers should be trained in a way that reflects this approach. New emphasis is being placed on the theory behind methodology, but in many other ways, training developments parallel those for other teachers. (MSE)

ED 289 360 FL 017 074
McKeon, Denise
Different Types of ESL Programs. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bilingual Education Programs, Demography, Elementary Secondary Education, *English (Second Language), Enrollment Rate, Immersion Programs, Intensive Language Courses, Limited English Speaking, *Program Design, Resource Allocation, *Second Language Programs, Staff Utilization, *Student Characteristics
Identifiers—*Content Area Teaching, *ERIC Digests

The organization of English as a second language (ESL) programs varies greatly, according to the student population, individual student characteristics, and district resources. They can be broadly categorized as either stand-alone ESL or ESL-plus. In general, stand-alone programs group limited-English-proficient (LEP) students together and instructs them in a manner similar to that used in foreign language classes. The program focus is primarily linguistic. ESL-plus programs may include a component of special instruction in and about English, but also provide content area instruction, in English or the first language. They generally occupy more or all of the instructional day. Stand-alone program types include pull-out programs, instruction during a regular class period, and a variation on the pull-out program bringing together students from a number of schools in a resource center. ESL-plus program types include bilingual education, structured immersion, sheltered English or content-based, and high-intensity language training programs. Choosing a program design for a given set of circumstances is complex, but the best program organization (1) is tailored to meet the students' linguistic, academic, and affective needs; (2) provides LEP students with the instruction necessary for progress through school at a rate similar to their native English-speaking peers; and (3) makes the best use of district and community resources. (MSE)

ED 288 667 RC 016 458
Di Benedetto, Romeo
Hispanic Culture and Literature: An Overview. Mexican American Education Fact Sheet.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 83
Note—4p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Anglo Americans, Cultural Traits, Ethnicity, Family Relationship, *Hispanic American Culture, *Hispanic American Literature, Mexican American Literature, *Mexican Americans, Political Attitudes, Quality of Life, Social Characteristics, *Social Differences, Social Discrimination, Sociocultural Patterns, *Values, Work Attitudes

Insights into the social and cultural experiences of Hispanic people can be gleaned from both the social sciences and literature, and it is probably accurate to state that values are the most important shared dimension of a culture. There are not many value differentiations that separate the Hispanic from the Anglo. In examining the first national study of Mexican Americans (Grebler, 1970), it is noted that Mexican Americans are both the oldest and the newest minority in the United States. Their life styles (now predominantly urban), family and marital trends, goals for their children, and work values are more and more similar to those of the dominant Anglo society, and they are increasing their interaction with Anglos. There is a greater diversity in political tactics, an increasing differentiation in in-group and out-group perceptions, and a belief that discrimination is lessening. Cultural tenacity is not as widespread nor as powerful as literature and leadership would lead others to believe. Literature sources on Hispanic culture which may be useful to educators are discussed, followed by a 22-item list giving the bibliographic information. (JMM)

ED 288 577 JC 870 465

Kintzer, Frederick C.

The Multidimensional Problem of Articulation and Transfer. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-83-0039

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Articulation (Education), *College Transfer Students, Community Colleges, *Foreign Students, Higher Education, *Intercollegiate Cooperation, *Transfer Policy, Two Year Colleges

Identifiers—ERIC Digests, *Reverse Transfer Students

Transfer (i.e., the movement of students and of their academic credits from one school to another) and articulation (i.e., services for transfer students) can no longer be thought of solely in terms of the linear progression of community college students to four-year institutions. While definitions and counting procedures vary considerably among institutions and states, several categories of transfer students can be roughly identified: (1) articulated vertical transfers, who move in regular sequence from high school to community college to university; (2) reverse transfers, who move from a four-year college to a two-year college; (3) vocational transfers, who move to a senior institution as a career/occupational degree candidate; (4) lateral transfers, who move from one community college to another; (5) international transfers, who transfer from a foreign institution; and (6) nontraditional transfers, including adults who return to college after years of "stopping out," applicants who received earlier training at a proprietary school, and applicants from educational programs in industry or government. Valid articulation/transfer agreements will depend on further research into the development of uniform identification and counting systems that can be used by all institutions in identifying and tracking various types of transfer students. (EJV)

ED 288 496 IR 012 889

Ely, Donald P.

A Review of Reviews of Research on Computer Assisted Instruction. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—NIE-400-77-0015

Note—3p.

Available from—ERIC/IR, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244 (free while the supply lasts).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, *Computer Assisted Instruction, Conventional Instruction, Elementary Secondary Education, Higher Education, *Instructional Effectiveness, *Intermode Differences, Literature Reviews, *Media Research, *Student Motivation

Identifiers—ERIC Digests

With mounting interest in what research has shown about learning through computer assisted instruction (CAI), several research analysts have recently reviewed the CAI research for the past 20 years. Each review comes up with a set of conclusions that are fairly consistent with other reviews, and the conclusions from six of these studies are summarized in this digest as a guide for educators who want the essence of the research rather than comprehensive reports. These conclusions indicate that there is sufficient evidence to suggest a strong motivational element in computer use by students; continued use of computers lessens the initial motivation and tends to reduce retention; and the heightened effectiveness of CAI with elementary and secondary students is substantially reduced at the higher education level. (RP)

ED 287 684 SE 048 638

Disinger, John F.

Cognitive Learning in the Environment: Elementary Students. ERIC/SMEAC Environmental Education Digest No. 2, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Affective Objectives, Cognitive Development, *Cognitive Measurement, Concept Formation, Elementary Education, *Elementary School Science, *Environmental Education, *Field Instruction, Museums, *Outdoor Education, Science Education, Science Instruction, Teaching Methods, Zoos

This digest addresses cognitive learning with respect to outside-the-classroom instruction at the elementary school level. It notes that affective, not cognitive, learning has traditionally been the primary objective of field instruction at all K-12 levels. Therefore, most educational research in field instruction has been mainly non-cognitive in nature. This document provides a summary of selected research that has had a connection with the cognitive gains possible in outside-the-classroom instruction, citing studies done in school situations, as well as in museums, zoos, and other novel settings. None of the studies reported in this document have made claims that out-of-classroom learning experiences are sufficient in themselves to produce significant cognitive gains with elementary students. However, there is evidence to suggest that in-the-environment instruction is useful in promoting and achieving cognition gains when effectively planned and managed. Several suggestions for further research into this area are made. (TW)

ED 287 657 RC 016 472

Connolly, Laura H. Tucker, Suzanne M.

Motivating the Mexican American Student. Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 82

Note—4p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Aspiration, Bilingual Education, Cognitive Style, Cultural Awareness, *Cultural Influences, Elementary Secondary Education, Higher Education, *Language Role, Mexican American Education, *Mexican Americans, *Motivation Techniques, Role Models, Self Concept, *Student Motivation, Teacher Attitudes, *Teacher Role

To understand how to best motivate the Mexican American student, one must look not only to the factors considered relevant to achievement in mainstream Anglo American society, but also to specific problems faced by this minority group. Language barriers, cultural differences, economic background, and family attitudes combine to affect the educational and occupational aspirations of Mexican American students. Increased cross-cultural awareness by teachers is probably the key to motivating the Mexican American student. To begin with, since language is the most important manifestation of one's self, to deny the Mexican Americans' mother tongue is to deny their identity and thus eliminate motivation. Therefore, teachers of Mexican American students should be proficient in Spanish, to enable communication in the students' mother tongue, which would provide shared experiences between teacher and students and establish a link between the students' highly valued family and home and their school. Teachers can help enhance self-esteem through a positive attitude toward Mexican Americans, reinforcing student strengths, and setting high standards for achievement. Motivational and occupational role models should be provided. Finally, teachers must be aware of the educational implications of the learning style of Mexican American students. (JHZ)

ED 287 656 RC 016 471

Tucker, Suzanne M.

Mexican American Special Education. Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Note—4p.

Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Ability Identification, Bilingual Education, Cultural Influences, Culture Fair Tests, *Educational Discrimination, Elementary Secondary Education, English (Second Language), Gifted, *Handicap Identification, Mental Retardation, *Mexican American Education, Mexican Americans, Preschool Education, Spanish Speaking, *Special Education, Student Placement, *Test Bias

Exceptional Mexican American students face difficulties not experienced by their Anglo counterparts because the educational system is not set up to deal with members of ethnic and cultural minorities. Spanish-speaking students face the problem of gaining competence in their first language while learning English as a second language. Standard psychometric tests discriminate against cultural minorities. In particular, Mexican American students are apt to be misplaced in classes for the mentally handicapped or not identified if they are gifted. There is a shortage of certified bilingual teachers and of appropriate bilingual instructional materials. The Bilingual Education Act of 1968 encouraged bilingual-bicultural education and paved the way for programs that have improved education for Mexican Americans. Research is being done to develop culturally valid tests for identifying gifted as well as handicapped minority students. Pluralistic evaluation, which combines psychometric assessment and adaptive behavior tests, is resolving the problem of misplacement of Mexican American students in special education classes for the mentally handicapped. (JHZ)

ED 287 654 RC 016 467

Bagby, Susan Anne

Educational Testing for Migrant Students. Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Note—5p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Criterion Referenced Tests, Educational Research, *Educational Testing, Elementary Secondary Education, *Migrant Education, Migrant Problems, Norm Referenced Tests, Student Mobility, *Student Placement, Test Bias, *Testing, *Test Selection, Test Validity

Identifiers—*Zip Test

The migrant lifestyle, in which a student moves to a new school nearly three times per year, destroys the continuity of educational programs and contributes to abnormally high dropout rates. Educational testing can help improve educational continuity for migrant students by yielding valuable information about their levels of skills mastery so they can be placed at appropriate instructional levels. Three types of educational tests are in use: norm-referenced tests, criterion-referenced tests, and locator tests. Although often misused to measure short term academic gains, locator tests can quickly place migrant children within three months of their work level. One locator test, the Zip Test, is designed specifically for migrant students. It uses familiar experiences to allow individual assessment of English language facility and rapid and reasonably accurate placement of children aged 5 to 12 in math and reading. Test bias and research problems make many tests inappropriate for minority migrant children. Conducting the longitudinal research necessary to establish a test's validity and reliability for migrant students is extremely difficult because of the students' high mobility. (NEC)

ED 287 650 RC 016 460
Warden, Judy E.
Establishing Partnerships between the Business Community and Rural Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business Responsibility, *Community Benefits, Community Resources, Cooperative Programs, Elementary Secondary Education, Financial Support, *Private Financial Support, Rural Development, *Rural Education, *Rural Schools, *School Business Relationship, School Funds, *School Support
Identifiers—ERIC Digests, *Partnerships in Education

An effective way to help develop a strong rural educational program is to establish a business partnership between the rural school and the business community. Once a relationship is set up, the advantages for both the schools and business community could prove beneficial to the entire rural community. By cooperating with the rural schools in developing strong career and educational programs, the rural business community may not have to depend upon outside skilled help. Large businesses which form partnerships with rural schools are assuring their own future with the knowledge that the future work force may be the finished product of their involvement in quality education. Partnerships may be formed because of the mutual desire to improve the quality of education, the need to uplift the morale of the educational system and the rural community regarding education, or the school's need for financial funding. A partnership can be initiated by either a school or a business, but successful business-school partnerships require total commitment from both parties. (JHZ)

ED 287 641 RC 016 429
Votaw, Thom A.
Teaching K-6 Science in Small Schools on a Financial Shoestring. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0023
Note—7p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors— Elementary Education, *Elementary School Science, Elementary School Teachers, Instructional Materials, Learning Modules, Material Development, Parent Participation, Parent School Relationship, Program Development, Program Improvement, Science Activities, *Science Course Improvement Projects, Science Education, Science Materials, Science Programs, *Small Schools, *Student Developed Materials, *Teacher Effectiveness
Identifiers—ERIC Digests, *Free Materials, *Inexpensive Materials

There are ways in which elementary teachers in gener[illegible] rural elementary teachers in particular can [illegible]ne inadequate science preparation and can [illegible] the science program resources of their smal[illegible]ls. Parents and children should be involved in obtaining free and inexpensive science-related materials throughout the year. These can be obtained from city institutions (museums and libraries), federal, state and county offices, and national and state parks, as well as colleges and universities and public interest groups. Several children's magazines are suggested. Materials should be arranged in a logical manner in order to be useful and effective. Six major categories (with possible divisions) are suggested: Chemistry, Biology, Earth Science, Astronomy, Physics and Research Processes. Teaching modules containing materials, cross-references, equipment necessary, local places to visit, related references, lesson plans and activities, and tests should be compiled. The modules should be used from the receipt of the first materials and developed in an ongoing fashion. Other ways to improve K-6 programs are: videotaping television science programs, requesting science methods courses for small-school teachers, contacting interactive computer science teaching networks, and using the ERIC system. (JMM)

ED 287 523 JC 870 423
Student Assessment: Mathematics. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0030
Note—4p.
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Algebra, Community Colleges, Educational Testing, *Knowledge Level, Liberal Arts, Predictor Variables, Student Characteristics, Tests, Two Year Colleges, *Two Year College Students, Urban Schools
Identifiers—*ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge of several liberal arts areas, including mathematics. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores on the math portion of the test were cross tabulated by selected student characteristics (e.g., age, ethnicity, native language, and reason for attending college) and educational background variables (e.g., number of college units already completed, and number of math courses taken). Results of the analysis revealed that the highest mean GAA scores in mathematics were achieved by: (1) younger students recently graduated from high school; (2) students intending to transfer to a four-year college; and (3) students who rated their abilities in algebra as "excellent." GAA math scores also correlated positively with the number of semester hours completed and the number of mathematics courses completed. (UCM)

ED 287 522 JC 870 422
Assessing the Student Attrition Problem. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0039
Note—7p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Dropouts, Institutional Research, Research Needs, *School Holding Power, *Stopouts, *Student Attrition, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)
Identifiers—ERIC Digests

As the entering-college population dwindles and competition to attract this population increases among colleges, student retention has become a primary concern for community colleges. Assessing the extent of the dropout problem is particularly problematic for community colleges, as they are institutions geared to the facilitation of ease of entrance, exit, and reentry. In an attempt to clarify the community college attrition phenomenon, one 1982 study identified three categories of attrition: "positive attrition," which refers to students who have met their objectives or transferred; "neutral attrition," which refers to students who leave due to a job or other scheduling conflict; and "negative attrition," which refers to students unprepared or unmotivated for their studies. Because of the complex nature of drop-in and dropout patterns, each college needs to determine the extent of its own attrition problem. Retention studies can take a variety of approaches. For example, Spoon River College (Illinois) conducted a study focusing on the differing needs of full- and part-time students, and demonstrated the effectiveness of specifically designed retention plans for these different student populations. Valencia Community College (Florida) conducted a study concentrating on the factors affecting the retention of a single minority group, black students. Middlesex County College (New Jersey) drew from the insights of a number of special populations within the student body to assess the interaction between institutional provisions and student needs, while the City Colleges of Chicago examined institutional variables and their effects on student course completion. (UCM)

ED 287 314 FL 016 970
Jacob, Evelyn Mattson, Beverly
Cooperative Learning with Limited-English-Proficient Students.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Sep 87
Contract—400-86-0019
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Affective Behavior, *Class Activities, Classroom Techniques, Cooperation, English (Second Language), *Group Dynamics, *Grouping (Instructional Purposes), Interpersonal Competence, Language Skills, *Limited English Speaking, Second Language Learning, Self Esteem, Skill Development, *Small Group Instruction
Identifiers—*Cooperative Learning, *ERIC Digests

Theory and research indicate that cooperative learning methods may provide a way to help limited-English-proficient (LEP) students achieve academically and develop the English language skills necessary for successful classroom functioning. The method involves small groups of two to six students in tasks that require cooperation and positive interdependence within the group. It provides opportunities for face-to-face interaction on school tasks, raises academic achievement levels, and improves intergroup relations and self-esteem. There are various kinds of cooperative learning methods, all of which apply the basic principle of cooperative task and reward structures. They include peer practice, the jigsaw approach, cooperative projects, group investigation, and learning together. Several curriculum packages are available. Choice of method may depend on the teacher's subject matter and communication goals. Classroom implementation requires preparation of the necessary materials; rearrangement of the classroom to facilitate small group work; class division into small groups; establishment of guidelines for group work; teacher monitoring and intervention when necessary; and evaluation on both task performance and group work, which can include class discussion. (MSE)

ED 287 313 FL 016 969
Schleppegrell, Mary
The Older Language Learner.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Learning, *Age Differences, *Classroom Techniques, Educational Environment, *Learning Processes, Second Language Instruction, Second Language Learning, Stereotypes, *Student Attitudes, Teaching Methods
Identifiers—*ERIC Digests

Research on adult learning shows that there is no decline in ability to learn as people get older, that except for minor considerations such as hearing and vision loss, the age of the adult learner is not a major factor in language acquisition, and that the context in which adults learn is the major influence on their ability to acquire a new language. Contrary to popular stereotypes, older adults can be good foreign language learners. The difficulties older adults often experience in the language classroom can be overcome through adjustments in the learning environment, attention to affective factors, and use of effective teaching techniques and approaches. (Author/MSE)

ED 287 263 EC 200 571

Developing Social Vocational Skills in Handicapped Individuals. Digest #447.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Daily Living Skills, *Disabilities, *Interpersonal Competence, Job Performance, *Job Skills, Secondary Education, Social Adjustment, *Social Cognition, Vocational Adjustment, Vocational Followup, *Vocational Rehabilitation

Identifiers—ERIC Digests

Many handicapped workers fail in competitive employment situations for social reasons rather than for the inability to perform required work tasks. Such individuals are usually those who need to be trained under conditions more closely matching those of the workplace. Thus, work-related social skills should be taught, at least in part, in work settings. Factors to be considered in making the decision to focus training on work-at-school experiences, competitive employment, or a combination of both, are the student's age, motivation, readiness to perform jobs, previous work experience, evidence of lack of skill, availability of work opportunities, level of administrative support, and adequate release time for teachers to develop and use work experiences for vocational training. Successful employment programs employ two strategies: reasonable accommodations by business (e.g., altering tasks), and training of social skills within normal work routines or in special training sessions. Systematic long-term follow-up should be a fundamental part of all employment training and placement programs, including on-side visits, interviews with the client, and follow-up with work supervisors and co-workers. (JW)

ED 287 262 EC 200 570

Zantal-Wiener, Kathy

Child Abuse and the Handicapped Child. Digest #446.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Abuse, *Child Advocacy, Clinical Diagnosis, Data Collection, *Disabilities, Elementary Education, High Risk Persons, *Incidence, Student Characteristics, Teacher Responsibility

Identifiers—ERIC Digests

The link between child abuse and handicapping conditions is examined in a brief summary of research studies focusing on mentally retarded, behavior disordered, and physically handicapped children. Although standardized data collection procedures are lacking, isolated studies suggest a disproportionate incidence of child abuse among the population of handicapped children. Among characteristics cited as reasons why handicapped children are at risk for abuse are their greater dependence for assistance or care, the fact that they may be less able to defend themselves physically or to articulate the fact of abuse, and the likelihood that they will be considered less credible than the nonhandicapped child. Recommendations for improved data collection procedures and education of caregivers conclude the report. (JW)

ED 287 261 EC 200 569

Scott, Mary E.

Attention Deficit Disorder (ADD). Digest #445.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attention Deficit Disorders, Attention Span, *Behavior Disorders, *Educational Diagnosis, Educational Strategies, *Educational Therapy, Elementary Education, Hyperactivity, Interpersonal Competence, Motivation, Reinforcement, Remedial Instruction, Self Esteem

Identifiers—ERIC Digests

The term "attention deficit disorder" (ADD) is defined, criteria used by the American Psychiatric Association in diagnosing ADD are listed, and possible causes noted. Remediation needs of children with ADD include attention skills, self-esteem, and social skills. Early diagnosis is important, and teachers and parents need to identify effective reinforcement systems to deal with impulsivity and hyperactivity as well as specific skill deficits in perceptual and cognitive areas. Lists of general and specific remediation references conclude this brief analysis. (JW)

ED 287 260 EC 200 568

Elting, Susan Eisenbarth, Janet

Interactive Video for Special Education. Digest #440.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Disabilities, Elementary Secondary Education, *Interactive Video, *Videodisks

Identifiers—ERIC Digests

This brief analysis defines a videodisc, describes the term "interactive video" and distinguishes among three categories of videodisc systems, defined according to the level of interactivity they provide. Advantages and applications of videodisc (e.g., simulations) are noted. A final section describes selected projects focusing on the use of videodiscs in special education instruction. (JW)

ED 287 259 EC 200 567

Elting, Susan Eisenbarth, Janet

Selecting Software for Special Education Instruction. Digest #439.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Software, Computer Uses in Education, *Courseware, Decision Making, *Disabilities, Elementary Secondary Education, *Media Selection, Microcomputers

Identifiers—ERIC Digests

The process of selecting software for use with exceptional students focuses on two major issues: (1) how computers are to be used in the instructional process, and (2) whether the product selected is consistent with curricular goals. The content of instruction is shaped by its purpose: drill and practice; teaching new skills, concepts, and processes (tutorials); or problem-solving (e.g., educational games and simulations). Drill and practice courseware comprises over half of all software used in schools. Determining consistency with curricular goals is approached through collecting product information from outside sources (e.g., courseware reviews by educators) and through an internal evaluation of individual courseware packages by the school or district. Both instructional and technical features should be examined. Selected references and sources of software reviews and products are included in this brief information digest. (JW)

ED 287 258 EC 200 566

Mental Retardation. ERIC Digest #423.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Education, Etiology, *Identification, *Incidence, Intervention, *Mental Retardation, Student Placement, Teaching Methods

Identifiers—ERIC Digests

A brief overview of mental retardation defines the concept, discusses incidence in the general population, describes characteristics of mentally retarded individuals, and discusses educational implications. References for further reading, as well as organizational resources, are provided. (JW)

ED 287 257 EC 200 565

Gifted and Talented Students: An Overview. ERIC Digest #422.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (4 titles free, $1.00 for each additional set of 4 titles).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Style, Creativity, Elementary Education, *Gifted, *Identification, Incidence, Intelligence, Intervention, Student Placement, *Talent

Identifiers—ERIC Digests

A brief overview of gifted and talented students touches on definitions of giftedness, typical characteristics of gifted and talented students, incidence in the school population, and educational alternatives. Lists of references for further reading, as well as organizational resources, are included. (JW)

ED 287 143 CG 020 272

Herbert, Deborah

The Role of the School Counselor: Secondary Level. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescent Development, *Career Guidance, *Counselor Role, High Schools, *Program Development, *School Counselors, *School Guidance, *Student Development

This fact sheet focuses on the school counselor role at the high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on secondary developmental guidance, a model job description for secondary counselors, recent research on counselor role and secondary guidance, and the importance of career guidance. (NB)

ED 287 142 CG 020 271
Herbert, Deborah
The Role of the School Counselor: Middle/Junior High Level. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Group Counseling, Junior High Schools, Middle Schools, Parent Education, Peer Counseling, *School Counselors, *School Guidance, *Student Development

This fact sheet focuses on the school counselor role at the middle/junior high school level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on middle/junior high developmental guidance, the counselor role in middle/junior high guidance, and selected counselor roles. (NB)

ED 287 141 CG 020 270
Herbert, Deborah
The Role of the School Counselor: Elementary Level. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Counselor Teacher Cooperation, Elementary Education, Parent School Relationship, *School Counselors, *School Guidance, *Student Development

This fact sheet focuses on the school counselor role at the elementary level. It discusses the developmental role of school counselors, kindergarten through grade 12 comprehensive developmental guidance, and counselor role essentials. Also included are sections on elementary developmental guidance, the counselor role in elementary guidance, and a representative list of counselor role/function descriptions. (NB)

ED 287 140 CG 020 269
Walz, Garry R.
Counselors and Computers. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Testing, *Computer Oriented Programs, *Computer Uses in Education, *Counselors, Models, *Program Design

Possible threats and promises perceived by counselors when computers are introduced into the counseling field are examined in this fact sheet. Computer-assisted counseling and computer-managed counseling are discussed. A seven-step model for designing a "hi-tech" counseling program is presented. (NB)

ED 287 139 CG 020 268
Herbert, Deborah
Counseling Youngsters for Stress Management. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling Techniques, Elementary Secondary Education, Models, *Relaxation Training, *School Activities, *School Counseling, *Stress Management, Stress Variables

This fact sheet focuses on stress, stress in children and adolescents, and stress management in the schools. Relaxation training for young people is discussed and elements in the implementation of a relaxation training program are considered, including personnel, inservice, time, materials, and basic relaxation procedures. A sample stress management model for secondary students is presented. (NB)

ED 287 138 CG 020 267
Frenza, Mary
Counseling for Study Skills. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Modification, *Counselor Role, Elementary Secondary Education, Models, *School Counselors, Student Improvement, *Study Skills

A rationale for counselors instructing students in study skills is presented in this fact sheet and research and assessment are discussed. A section on instructional content focuses on reading, notetaking, test taking, and time management. Three behavior modification techniques and three study skills instruction formats are discussed. The Study Improvement Program model is described. (NB)

ED 287 137 CG 020 266
Collet, Jeanne Bleuer
Comprehensive Guidance Program Design. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Secondary Education, *Program Design, Program Evaluation, *School Guidance, *Teamwork

This fact sheet presents an overview of problems in designing comprehensive guidance programs and a rationale for a new direction. Five guidelines for a new comprehensive program are discussed: (1) build on existing program; (2) use teamwork approach; (3) identify desired student outcomes; (4) plan program activities related to outcomes; and (5) develop an ongoing evaluation system. The counselor's role in the new design is defined. (NB)

ED 287 136 CG 020 265
Bleuer, Jeanne C.
Accountability in Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS Clearinghouse, University of Michigan, 2108 School of Education, Ann Arbor, MI 48109-1259 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *Counseling Services, *Counselors, Credentials, Outcomes of Treatment, *Program Design

This fact sheet examines several issues in counselor and counseling program accountability. Issues in counselor accountability include credentialing, professional disclosure, documentation of activities, and linkage with outcomes. Program accountability issues involve stakeholders, availability of resources, documentation of activities, linkage with outcomes, and cost analysis. Eight steps are given for designing an accountability system for a counseling program. (NB)

ED 286 944 TM 870 615
Coburn, Louisa
Teacher Competency Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 83
Contract—400-83-0015
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Accountability, *Competency Based Teacher Education, Elementary Secondary Education, Graduation Requirements, *Licensing Examinations (Professions), *Minimum Competency Testing, Teacher Certification, *Teachers, Testing Problems
Identifiers—ERIC Digests

When a variety of groups became concerned with a perceived deficiency in public education in the 1970's, critical attention was successively focused on student accountability, the school curriculum, and teachers. This digest briefly reports on teacher competency testing. The 1980 Gallup Poll showed that 85% of citizens polled said teachers should be required to pass a state examination in the subjects they teach. By the end of 1981, 18 states had planned or implemented some form of testing for teacher certification. The two major teacher organizations, the American Federation of Teachers (AFT) and the National Education Association (NEA) have taken opposing sides on the issue, with the AFT firmly supporting fair and valid tests and the NEA opposed to the use of exit examinations. Most of the arguments involved in the debate surround the following issues: (1) use of standardized tests to measure teacher competency; (2) duplication of effort between teacher competency tests and test requirements of the diploma granting colleges; and (3) use of written examinations for licensure in other professions. Other issues in teacher competency testing include: (1) establishment of cutting scores, below which applicants would not be granted certification; (2) use of norm-referenced versus criterion-referenced tests; (3) use of locally validated standardized tests versus nationally normed tests; and (4) legal and policy issues. (LMO)

ED 286 943 TM 870 611
Hogan, Thomas P.
Measurement Implications of "A Nation at Risk." ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[85]
Contract—400-86-0018

Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Testing, Elementary Secondary Education, Measurement Objectives, *National Competency Tests, Standardized Tests, *Test Construction, *Testing Problems, Test Use
Identifiers—ERIC Digests, *National Commission on Excellence in Education, *Nation at Risk (A)

This ERIC Digest discusses implications derived from the final report of the National Commission on Excellence in Education, "A Nation at Risk." The first implication is a motivational one for measurement specialists: it is an ego-booster. The report is replete with results yielded from various testing programs, the fruit of the measurement specialist's work. A second implication is that the measurement community will deal effectively with the myriad of typical testing problems, such as validity, reliability, and norms. A third implication consists of a host of highly specific matters which measurement specialists must anticipate. Some of these include an upsurge in standardized testing at the high school level and a resurgence of interest in standardized tests in content areas. The report also contains a curiously worded call for a nation-wide (but not federal) system of state and local standardized tests. The commission seems content to rely on existing mechanisms for the creation and distribution of both tests and textbooks, while concentrating on recommendations for improvement of their quality and use. (LMO)

ED 286 942 TM 870 609
Legal Issues in Minimum Competency Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—84
Contract—400-86-0018
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Legal Problems, *Minimum Competency Testing, *Testing Problems
Identifiers—*ERIC Digests

The rapid growth of minimum competency testing (by 1981, 36 states in the United States had mandated some form of minimum competency testing) has led to increased legal challenges of the existing testing programs. Three issues have been raised and are summarized in this brief overview: (1) constitutional claims under the due process clause; (2) equal protection; and (3) negligence or educational malpractice. Several of these issues were raised by the case of Debra P. v. Turlington which challenged the constitutionality of Florida's statewide high school graduation requirements program. The Court found that because Florida's black students had not had 12 full years of racially integrated education, they were therefore subjected to inferior educational opportunities. Such equal protection issues affect racial minorities, those whose native language is not English, and the disabled. Issues related to due process include the speed of implementation of a testing program, test validity, and test reliability. Issues related to educational malpractice suggest that schools will need to document all phases of students' performance. In addition, increased attention will be focused on teacher certification and school accountability. (GDC)

ED 286 941 TM 870 608
Stupp, Emma Gonzalez
Finding Information about Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 84
Contract—NIE-400-83-0015
Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Databases, *Educational Testing, *Information Retrieval, *Information Sources, Research Reports, Search Strategies, *Test Reviews
Identifiers—ERIC, ERIC Digests, Mental Measurements Yearbook, Test Collection (Educational Testing Service)

Recent emphasis on stricter educational accountability measures has resulted in a profusion of educational and psychological tests available in today's market. This ERIC Digest has been prepared to meet educators' needs to find information about tests quickly and easily. Three resources discussed are the Test Collection database, the Mental Measurements Yearbook database, and the ERIC database. Three topics are examined: (1) finding tests and other measurement instruments; (2) finding test reviews; and (3) finding studies about a certain test. The Test Collection database can be searched online for tests, using test-related terms as descriptors or identifiers. The ERIC database can be searched online using publication type codes, using test-related terms as major descriptors, and by combining publication type code and specific test-related descriptors. The Mental Measurements Yearbook database can be searched using subject classifications. Test reviews are also available in ERIC, using the descriptor "Test Reviews," and in the Mental Measurements Yearbook and its monthly updates. A test can also be searched using its specific name. (LMO)

ED 286 940 TM 870 607
Computerized Adaptive Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Contract—400-83-0015
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adaptive Testing, *Computer Assisted Testing, *Item Banks, *Latent Trait Theory, Testing Problems, Test Items
Identifiers—ERIC Digests

This brief overview notes that an adaptive test differs from standardized achievement tests in that it does not consist of a certain set of items that are administered to a group of examinees. Instead, the test is individualized for each examinee. The items administered to the examinee are selected from a large pool of items on the basis of the correctness of the examinee's previous responses. Several steps are involved in constructing a computerized adaptive test (CAT): (1) the item pool must be developed; (2) some item characteristics must be calculated for each item; and (3) a strategy for deleting items from the item pool must be chosen, along with a scoring procedure. Latent trait theory assumes that an underlying trait is the sole determinant of an examinee's responses to test items, and that performance on an item is governed by two factors: the examinee's ability and the item's difficulty. Several item selection strategies have been developed, including the Robbins Monro procedure, fixed step size, the flexilevel method, the Bayesian approach, and the stratified-adaptive approach. Advantages of CAT are its increased efficiency, optimization of the difficulty level of the test for each examinee, and administration convenience. The most obvious constraint on the use of CAT is the problem of availability of appropriate computer hardware and software. (LMO)

ED 286 939 TM 870 606
Wildemuth, Barbara
Coaching for Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 83
Contract—400-83-0015
Note—4p.; ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Entrance Examinations, Educational Testing, Higher Education, Instructional Effectiveness, Meta Analysis, Secondary Education, *Test Coaching
Identifiers—ERIC Digests, *Scholastic Aptitude Test

The term "coaching" applies to a variety of types of test preparation programs which vary in length, instructional method, and content. Most research on the effectiveness of coaching has examined the Scholastic Aptitude Test (SAT), a measure of academic abilities used to predict college performance. This ERIC Digest reviews studies of coaching for the SAT and addresses the effectiveness of coaching. Of several studies reported between 1950 and 1967, the diversity in the research designs used, the types of coaching programs studied, and sample sizes make it difficult to compare results across studies in a meaningful way. In 1980, Slack and Porter synthesized many earlier studies on coaching, concluding that training can effectively help students raise their SAT scores. In 1978-1979, the Federal Trade Commission (FTC) studied the effect of commercial coaching on SAT scores. A 1981 synthesis of coaching studies by Messick and Jungeblut included most of the studies in Slack and Porter's report, plus the FTC results. The most recent synthesis included all those studies cited by Slack and Porter, and Messick and Jungeblut. It is concluded that the data support a positive effect of coaching, but the size of the effect estimated from the matched or randomized studies (10 points) seems too small to be practically important. Sixteen bibliographic citations are included. (LMO)

ED 286 938 TM 870 605
Wildemuth, Barbara M.
Alternatives to Standardized Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—NIE-400-83-0015
Note—3p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Tests, *Educational Testing, Evaluation Methods, Standardized Tests, *Student Evaluation
Identifiers—*Alternatives to Standardized Testing, *ERIC Digests

Five alternatives to standardized testing of student achievement are described in this brief overview. The first, criterion-referenced tests, are designed to evaluate the accomplishment of specifically stated instructional objectives. Student performance is judged on the basis of the objectives, rather than in comparison to other students taking the test. The second approach is teacher-made tests, which are usually criterion-referenced mastery tests measuring small units of instruction. They can be tailored according to specific curricula and students. Teacher training in test construction and use is recommended. Contract grading is the third alternative suggested. In this system, the teacher and the student agree on the course objectives for the student, the support to be provided by the teacher, and the evaluation method. The fourth topic is interviews. Information about student progress may come from interviews with students or their parents. The fifth method involves other documentation such as samples of the students' work, student journals and notebooks, and teachers' records. (GDC)

ED 286 818 SO 018 523
Citti, Lori A.
Teaching about the Soviet Union. ERIC Digest No. 42.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 87
Contract—400-86-0020

Note—4p.

Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.

Pub Type— Guides - Classroom - Teacher (052) — Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Area Studies, *Course Content, Curriculum Design, Curriculum Development, *Curriculum Enrichment, Educational Strategies, Elementary Secondary Education, Instructional Design, Instructional Development, Instructional Improvement, Political Science, *Social Studies, *Teaching Methods

Identifiers—ERIC Digests, *Soviet Studies, *USSR

Given the global significance of Soviet-U.S. relations, elementary and secondary school students should learn about the Soviet Union, but most students graduate from high school with little knowledge and many misconceptions about this country. It is important to teach about the Soviet Union because of: (1) its emphasis in the U.S. media; (2) its size and cultural diversity; (3) its abundance of natural resources; and (4) its cultural contributions to life in the United States. In elementary school classes, teachers might compare and contrast U.S. regions and communities with those in the Soviet Union. A more focused examination can be achieved on the middle school level through the study of Soviet history, geography, and current events. High school world history classes should stress the teaching of Russian and Soviet history. Teaching strategies should include using an historical approach, teaching about the country's geography, comparing governmental and economic systems, stressing the cultural and ethnic diversity within the country, introducing primary sources, avoiding superficial conclusions, and presenting a balanced picture of the Soviet Union. (JHP)

ED 286 757 SE 048 597

Blosser, Patricia E.

Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconceptions Research. ERIC/SMEAC Science Education Digest No. 2, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cognitive Development, Cognitive Measurement, Cognitive Processes, *Cognitive Structures, *Concept Formation, Learning Processes, *Misconceptions, Science Education, *Science Instruction, *Scientific Concepts, Secondary Education, *Secondary School Science

Identifiers—ERIC Digests

Some science educators who are interested in conceptual development have considered the phenomenon of student misconceptions and alternative frameworks. Researchers have used a variety of terms to describe the situation in which students' ideas differ from those of a scientist about a particular concept. This digest was produced to briefly describe what this area of research encompasses, including a delineation of the terminology being used, ranging from misconceptions, to preconceptions, naive theories, alternative conceptions, and alternative frameworks. The document highlights some of the findings from a few relevant studies involving secondary school students. In addition, it attempts to communicate some of the implications of misconceptions research for teaching secondary school science. (TW)

ED 286 756 SE 048 596

Lisowski, Marylin Disinger, John F.

Cognitive Learning in the Environment: Secondary Students. ERIC/SMEAC Environmental Education Digest No. 1, 1987.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0016

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, Cognitive Measurement, *Concept Formation, *Environmental Education, Experiential Learning, *Field Instruction, Field Studies, Field Trips, Science and Society, Science Education, *Science Instruction, Secondary Education, *Secondary School Science, Social Studies, Teaching Methods

Identifiers—*Environmental Education Research, ERIC Digests

Cognitive learning related to the environment has typically been subsumed as a part of instruction in the more traditional areas of the secondary school curriculum, in particular in science and/or social studies classes. This digest contains a review of a number of studies dealing with cognitive learning in the environment, investigating the advantages of field instruction for the purposes of concept and content learning. Particular attention is given to efforts in the biological and earth sciences, the subject areas in which much instruction in the scientific aspects of the environment is focused. The relative sparsity of research literature dealing with cognitive learning in the environment is noted. It is suggested that this is an indication that little cognitive instruction in secondary schools takes place in field settings. However, those studies which have been reported tend to indicate that field-based instruction is a teaching technique worthy of additional well-designed implementation by practitioners, along with additional, extensive rigorous study by educational researchers. (TW)

ED 286 705 RC 016 438

Zarate, Narcisa

Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—NIE-400-83-0023

Note—4p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Elementary Secondary Education, Hispanic American Culture, *Hispanic Americans, Instructional Improvement, Language Proficiency, Language Role, Limited English Speaking, Mexican American Education, *Mexican Americans, *Reading Achievement, Reading Failure, Reading Skills, *Reading Strategies, *Skill Development, Student Needs

Identifiers—ERIC Digests

For Mexican American students, grade-level reading and overall academic achievement decline, as measured by standardized tests, as they progress through the educational system. By grade seven, 65% of Mexican American students fail one or more grade levels below expected achievement. To reverse this trend of academic failure, teachers need to use instructional strategies that are effective with Hispanic students. Junior high teachers will want to provide clear and concise sequential steps in assignments, devise a variety of activities using English language and reading skills, strive for effective English instruction, alert students to reading skills they possess, recognize students' varying language and reading skill levels, and provide individual instruction as needed. High school teachers should become more proficient in teaching reading skills, provide students with appropriate labels for reading skills, and encourage students to apply collateral cognitive processes to all reading assignments. Fifteen references dealing with reading instruction and minority students are appended. (JHZ)

ED 286 703 RC 016 436

Kidwell, Clara Sue

Motivating American Indians into Graduate Studies. ERIC Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—NIE-400-83-0023

Note—4p.; Document contains small, light print.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM (free).

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Academic Aspiration, American Indian Education, *American Indians, Careers, College Choice, *College Preparation, Counselor Role, Educational Attainment, Employment Opportunities, Family Income, Family Influence, Higher Education, *Motivation Techniques, Role Models, Social Support Groups, Student Financial Aid, *Student Motivation, Teacher Role, Tribes

Identifiers—ERIC Digests

There are no quick and easy tips to motivating American Indian students into graduate education. The decision to make a commitment of time and money to graduate training, particularly at the doctoral level, and the ability to succeed in such a program, is affected by a number of factors: (1) parental and peer encouragement; (2) awareness of career options; (3) role models; (4) adequate academic preparation at the high school and undergraduate level; and (5) adequate financial and academic support services at the graduate level. No one factor can be identified as most important. Any attempt to motivate students by addressing one of these factors must be undertaken with the awareness that all are related. Teachers and counselors must overcome the lack of effective family and peer support systems for American Indian students at all levels of education. A basic fact is that American Indian adults often cannot motivate children because of their own low levels of education. Tribes can contribute to the process of motivation by providing scholarship support for college education, including graduate education. Most do so now. They should also see that their own community colleges or colleges in neighboring communities upgrade the educational opportunities of tribal members and make a commitment to encourage young people to become college teachers by promising jobs where possible. They might set up loan funds on the model of forgivable loans. For example, students who come back to the reservation to teach would be forgiven a certain part of the loan for each year of service. Most of all, tribes have to see that the development of human resources, their most important asset, is necessary to long-range development plans. They must realize that tribal members can benefit the tribe by being able to teach their college-level skills to future generations. (JHZ)

ED 286 702 RC 016 435

Dyson, Deborah S.

Utilizing Available Resources at the Local Level. Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Feb 83

Contract—NIE-400-83-0023

Note—4p.

Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adjustment (to Environment), *Community Resources, *Community Services, Educational Resources, Elementary Secondary Education, Employment Opportunities, Extracurricular Activities, Health Services, *Migrant Education, *Migrants, Outreach Programs, Preschool Education, *Social Services, *Youth Opportunities

Migrant children should become acquainted with their communities, however briefly they live in them. They should learn what the community represents, the services that a community offers, and how their lives can be improved by making use of those services. Migrant students should have the opportunity for involvement in extracurricular activities so that they might develop special talents and social skills. By adding these components to the basic educational plan, migrant children will gain a better understanding of how education can lead to an improved way of life. Educators who help migrant children adjust to new surroundings will want basic knowledge of children with limited English proficiency as well as information about how migrant children relate to their teachers. As a result of federal and state legislation, many local services are now available to migrants, including a variety of educational programs, health services, and welfare services. Migrant children's understanding of their communities can be dramatically increased by direct contact with community resources and programs by way of field trips and community-focused career education programs. Extracurricular programs for migrant children should consider issues such as transportation and informing parents of available programs. The bibliography cites 10 references, 9 available from ERIC. (JHZ)

ED 286 701 RC 016 434
Little, Mildred
Establishing an Outdoor Education Organization. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.; Document contains small, light print.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Committees, *Organizational Development, Organizational Objectives, *Organizations (Groups), *Outdoor Education, *Professional Associations, *Program Development, Resources, Services
Identifiers—ERIC Digests

This digest suggests steps to take to organize an outdoor education organization at a state, regional, or local level. After an individual or group has determined the need for an organization and an area to be served, the first step is to organize a working meeting of no more than 20 key persons. Next, the purpose of the organization and services to be provided by the organization must be determined. Services may include workshops, newsletters, resources, and/or certification programs. A list of immediate and long-term goals should be compiled and prioritized. Officers for the first year of operation need to be determined and selected. Essential committees must be identified and named. Significant committees during the early years of the organization might include membership, constitution and bylaws, finance, newsletter, workshop, resource services, goals, and nominating. Finally, the constitution and bylaws should be written, including names, purpose, logo, membership, dues, meeting schedules, makeup of the executive board, officers, committees, and their lengths of terms and responsibilities. Allied professional organizations that share common purposes with the new outdoor education organization can be contacted. The digest furnishes the names, addresses, and telephone numbers of 10 such organizations and 6 government agencies. (NEC)

ED 286 700 RC 016 433
Lunon, Janis K.
Migrant Student Record Transfer System: What Is It and Who Uses It? ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—4p.; Document contains small, light print.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Oriented Programs, Databases, Definitions, Elementary Secondary Education, Health Needs, *Migrant Children, *Migrant Education, *Online Systems, Program Descriptions, *Recordkeeping, *Student Records
Identifiers—ERIC Digests, *Migrant Student Record Transfer System

Founded in 1969, the Migrant Student Record Transfer System (MSRTS) is a nationwide computerized information network which records, maintains, and rapidly transfers educational and health information on more than 750,000 identified migrant children in 29 states, the District of Columbia, and Puerto Rico. Based in Little Rock, Arkansas, the federally funded system operates under a contract between the United States Department of Education and the Arkansas Department of Education. When a child moves, his/her records are forwarded to the enrolling school after MSRTS receives notification, allowing the new school to concentrate on serving, rather than identifying, the child's needs. The MSRTS has been implemented in approximately 30% of public schools (about 25,500 schools). The program's success can be attributed to effective training by MSRTS personnel at regional workshops, local site training, stream conferences, national conferences, or MSRTS quarterly workshops. The training curriculum during these sessions may include the MSRTS Health Record, the MSRTS Education Record, the Data Entry Specialists Operation Manual, and training in computer and program operation. Additional information about the MSRTS may be obtained from local school district migrant program offices, state migrant education programs, or by writing to the Migrant Student Record Transfer System, Arch Ford Education Building, Little Rock, Arkansas 72201. (NEC)

ED 286 698 RC 016 428
Barker, Bruce O.
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide. ERIC Mini-Review.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—NIE-400-86-0024
Note—6p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (free).
Pub Type— Reference Materials - Directories/Catalogs (132) — ERIC Information Analysis-Products (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Audiovisual Communications, Communications Satellites, Delivery Systems, *Distance Education, Educational Technology, Educational Television, Elementary Secondary Education, Financial Support, *Information Sources, Instructional Systems, Multimedia Instruction, Networks, Nontraditional Education, *Program Costs, *Rural Schools, *Small Schools, State School District Relationship, *Telecommunications, Telecourses
Identifiers—Instructional Television Fixed Service, *Interactive Systems

In remote and isolated schools where a certified teacher is not always available, or in small schools where limited student enrollments make hiring teachers for low incident courses cost-prohibitive, instruction via distance may be the "next best thing to being there." Several approaches are available: (1) satellite transmissions-the TI-IN Network in Texas, Oklahoma State University's Arts and Sciences Teleconferencing Service, Eastern Washington University's Satellite Telecommunications Educational Programming Network (STEP), and the SciStar Satellite series from the Talcott Mountain Science Center in Avon, Connecticut, are cited as examples; (2) two-way interactive television; (3) Instructional Television Fixed Service (ITFS); (4) audio-graphic teleconferencing; and (5) multi-media equipped buses for in-transit studying. Interested school administrators should consider initial equipment costs, annual subscription or programming fees, and maintenance/warranty contracts, and should contact others who have had success with distance learning, as well as their own state office of education. State-sponsored educational telecommunications networks are in operation or are being developed in Alaska, Kentucky, and Missouri. While this method of instructional delivery is not a rationale for replacing teachers, it is expected to increase in terms of use and acceptance. Twenty-two program addresses-with telephone numbers-are appended. (JMM)

ED 286 559 JC 870 430
Van Patten, James J. Dennison, Deborah Anne
High School-Community College Collaboration. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 87
Contract—400-86-0051
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), College Preparation, *College School Cooperation, *Community Colleges, Cooperative Programs, Curriculum Development, Dual Enrollment, *High Schools, Secondary Education, *Shared Resources and Services, Two Year Colleges
Identifiers—*ERIC Digests

A number of recent educational reform reports have stressed the need for increased cooperation among educational institutions to address such problems as high dropout rates, a workforce without the job skills needed by high-tech industries, and the absence of clearly defined career goals among high school and college students. For community colleges, these problems underscore the importance of strengthening their relations with secondary institutions by: (1) improving curricular coordination with local high schools; (2) helping high schools prepare students academically and affectively for college; (3) sharing faculty and/or facilities; and (4) improving interinstitutional communication. Increasingly, community colleges and high schools are realizing the importance of working together to overcome such barriers as incompatibility of curricula and schedules, "turfmanship," innaccurate and inadequate information, and differences in educational philosophy. The result of these efforts will be better informed, better prepared, and better qualified high school and college students. (EJV)

ED 286 558 JC 870 429
Mabry, Theo N.
Enrollment Management. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 87
Contract—400-86-0051
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Planning, Community Colleges, *Enrollment Influences, Enrollment Trends, Institutional Mission, Marketing, *School Holding Power, *Student Recruitment, Two Year Colleges
Identifiers—*Enrollment Management, *ERIC Digests

Simply stated, enrollment management is the process of defining enrollment goals and establishing procedures to reach these goals. The approach consists of a variety of interdependent activities, which can include the clarification of institutional mission, long-range planning, academic program planning, marketing and recruitment, retention, and career planning and placement. A major factor underscoring the need for enrollment management is the decline in the numbers of traditional college-aged students-by 1994, it is forecast that there will be a 26% drop in higer education enrollments nationally, with some regions dropping by 43%. Suggested methods of implementing enrollment management vary. Some recommend that enrollment management emanate from the Board of Regents, which should: focus the mission statements of each segment of postsecondary education by stipulating what it can and cannot do; tighten admissions standards; and establish strong mandatory transferability of credits. Some colleges are attempting to exercise greater control over the destiny of their institutions by implementing strategic planning with short- and long-range marketing plans. Enrollment management is an attempt by institutions of higher education to control the size of enrollments through a better understanding of the factors that influence enrollment patterns, and the establishment of structures and procedures to contact more potential students and influence their decisions concerning college choice and attendance. (EJV)

BEST COPY AVAILABLE

ED 286 557 JC 870 428
Colby, Anita Opp, Ron
Controversies Surrounding Developmental Education in the Community College. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 87
Contract—400-86-0051
Note—6p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, *Developmental Studies Programs, Outcomes of Education, *Program Effectiveness, *Remedial Instruction, *Remedial Programs, Two Year Colleges
Identifiers—*ERIC Digests

Criticisms have been raised about large scale community college involvement in developmental education. A number of these criticisms seem valid, while others clearly are not. Some of the most commonly voiced concerns include the following: (1) "The community college is the wrong place to provide developmental education"; (2) "Developmental education costs too much"; (3) "Developmental education should be the responsibility of a separate instructional division, not the responsibility of instructors in the collegiate curricula"; (4) "Community college faculty members do not know how to teach literacy"; (5) "There is insufficient articulation between community colleges and secondary schools"; and (6) "Placement and diagnostic tests are not valid." Close examination of these criticisms reveals a lack of understanding of the nature and goals of developmental programs. Remediation is not only the most practical response to declines in student literacy, but it is also at the very heart of an open-door college. Steps to be taken to maximize assistance to students and maintain the integrity of the institution include implementing developmental education throughout the curriculum; mandating counseling, tutoring, and other support services; integrating tutorial and learning laboratory activities with classroom instruction; requiring reading and writing assignments; and using entry and exit examinations. (EJV)

ED 286 556 JC 870 427
Student Assessment: Social Science. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Educational Testing, History, *Knowledge Level, Political Science, *Social Sciences, Sociology, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of social science courses the student had taken prior to the GAA test). The social science portions of the GAA focused on knowledge of society, government, and history. On these sections, older students scored higher than younger students. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among ethnic groups in the rate of gain in social sciences. The native language of the student appeared to be a significant factor in the social science section of the GAA, with native English speakers scoring 5.17 compared to 4.12 for non-Native English speakers. Those students attending college to satisfy a personal interest scored higher than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the social science section of the GAA. (EJV)

ED 286 555 JC 870 426
Student Assessment: Science. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, Chemistry, Community Colleges, Educational Testing, Geology, *Knowledge Level, Physics, *Sciences, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field-tested an instrument, the General Academic Assessment (GAA), to assess community college students' knowledge in several liberal arts areas, including the sciences. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of science courses the student had taken prior to the GAA test). While there appeared to be a positive correlation between an increase in age and scores on the science portion of the GAA, the difference was slight. A comparison of the scores of students who had completed less than 15 college units with the scores of students who had completed 60 or more units indicated that there were no great differences among minority ethnic groups in the rate of gain in the science section. Students attending college to satisfy a personal interest scored higher on the science questions than those intending to transfer or receiving occupational training. There was a positive correlation between the number of science courses completed and the students' GAA scores in this area. (EJV)

ED 286 554 JC 870 425
Student Assessment: Literacy. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Educational Testing, Grammar, *Knowledge Level, Language Skills, *Literacy, Punctuation, *Reading Comprehension, Two Year Colleges, *Two Year College Students, *Writing Skills
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In an effort to assess community college students' knowledge of the liberal arts, the Center for the Study of Community Colleges developed and field-tested a student survey and General Academic Assessment (GAA) instrument. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of English courses the student had taken prior to the GAA test). On the literacy section of the GAA, which assessed student ability in English grammar, punctuation, and reading ability, older students scored slightly higher than younger students. Not surpisingly, native language seemed an important factor in a student's ability to use English. Students attending college to satisfy personal interest scored higher on the literacy section than those intending to transfer or receiving occupational training. There appeared to be a positive correlation between the number of semester hours completed and scores on the literacy section of the GAA. A positive correlation was revealed between the number of English courses taken and the students' GAA literacy scores. (EJV)

ED 286 553 JC 870 424
Student Assessment: Humanities. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Colleges, Educational Testing, *Humanities, *Knowledge Level, Student Characteristics, Two Year Colleges, *Two Year College Students
Identifiers—*Center for the Study of Community Colleges CA, ERIC Digests, *General Academic Assessment

In 1983-84, the Center for the Study of Community Colleges developed and field tested an instrument, the General Academic Assessment (GAA) student survey, to assess community college students' knowledge in several liberal arts areas, including the humanities. The GAA was completed by a sample of 8,024 students at four large, urban community college districts. The scores were cross tabulated by selected student characteristic variables (e.g., age, ethnicity, native language, and reason for attending college) and selected educational background variables (e.g., the number of college units already completed by the student, and the number of humanities courses the student had taken prior to the GAA test). In general, older students scored higher in the humanities than younger students. The native language of the student seemed to be a significant factor, with native English speakers scoring higher than non-native English speakers. Students attending the community college to satisfy a personal interest scored higher in humanities than those attending to advance an occupation or to transfer. There appeared to be a positive correlation between the number of semester hours completed and scores on the humanities section of the GAA, and, not surprisingly, there was a positive correlation between the number of humanities courses taken and the students' GAA humanities scores. (EJV)

ED 286 552 JC 870 421
Methods of Securing Alternative Funding for Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-83-0030
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Alumni Associations, Community Colleges, Corporate Support, *Educational Finance, *Fund Raising, Grantsmanship, Income, *Philanthropic Foundations, *Private Financial Support, Two Year Colleges
Identifiers—ERIC Digests

Now that the growth period for community colleges is over, and public funding has stabilized or decreased, many colleges are turning to alternative funding sources as a means of financing new projects and maintaining services. Among the funding approaches are the following: (1) grants development, which requires a library of material on funding agencies, a campus "fundability profile," faculty involvement, and a grants office; (2) revenue diversification, which involves the college in commercial activities that are undertaken specifically to support educational programs and services, including contract education, catering food, retailing, and leasing facilities; (3) solicitation of corporate donations, which has become an increasingly important means of offsetting cutbacks in local and state support, (4) establishment of alumni associations, which can be valuable sources of alternative funds while also aiding the colleges in developing political support, fostering positive public opinion, recruiting new students, and locating possible donors to the college; and (5) community college foundations, which provide a mechanism by which the college can expand or improve services beyond the means provided for by public funds. References for further reading on these topics are provided. (EJV)

ED 286 551 JC 870 420
Educational Accountability. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—May 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accountability, *College Curriculum, Community Colleges, *Competency Based Education, *Curriculum Design, *Mastery Learning, *Minimum Competency Testing, Sequential Approach, Two Year Colleges
Identifiers—ERIC Digests

Educational accountability is central to the reputation of the nation's community colleges. Some community colleges are adopting mastery learning, competency-based education, curriculum tracking, and/or minimum competency-testing as a means of remaining educationally accountable. Mastery learning programs, under which students are required to demonstrate competency in specified, cognitive, affective, and/or motor skills, can be used to document learning. Rather than basing grades on how well a student performs in relation to his/her classmates, instructors require students to demonstrate mastery of course subject matter on criterion-referenced tests. Competency-based education (CBE) programs have been drawn from the mastery learning philosophy. Besides requiring students to achieve a mastery of sequentially ordered course materials, CBE requires students to demonstrate competence in performing skills or behaviors that are central to specific tasks, activities, or careers. The structure of the curriculum and the flow of students through it are important indications of the learning that accompanies degree or course completion. Several educators have called for degree programs that provide an ordered sequence of courses, rather than a smorgasbord of unrelated electives. A final area in which community colleges are working in order to improve educational accountability involves the identification and testing of minimum competencies, covering the areas of reading, writing, arithmetic, algebra, geometry, trigonometry, analytic geometry, and mathematical analysis. (EJV)

ED 286 550 JC 870 419
The Status of the Transfer Function. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Apr 84
Contract—400-83-0030
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, *Articulation (Education), *College Transfer Students, *Community Colleges, Educational Assessment, Educational Counseling, Higher Education, *Program Effectiveness, *Transfer Programs, Two Year Colleges
Identifiers—ERIC Digests

Increased national attention to the quality of education has resulted in a more critical examination of the community college transfer function. This concern for transfer has been precipitated by several factors: (1) the declining percentage of community college students who transfer; (2) the growth of the community services, vocational, and remedial curricula; (3) a perceived decline in the academic performance of community college transfer students at four-year institutions; and (4) research indicating that students starting their collegiate careers at two-year colleges have a smaller chance of attaining a baccalaureate than do freshmen at residential, four-year insitutions. There are, however, several barriers to an accurate assessment of the transfer function, including the lack of norms relating to the transfer function, flawed counting procedures, lack of accurate data on the number of students transferring, and difficulty in interpreting data on the upper-division performance of community college students who do transfer. Community colleges are responding to these growing concerns with a renewed emphasis on mandatory basic skills assessment and counseling. In a recent study, over 60% of the colleges surveyed required academic advising for all students, for students taking more than a certain number of units, or for all new students. In addition, most of the colleges utilized placement or assessment testing as a means of directing students into classes for which they were academically prepared. The current reexamination of transfer education has resulted in the increased acceptance of an enhanced community college role in serving academically talented students and in greater recognition of the need for assessment and tracking programs that identify transfer students and assist them toward their degree goals. (EJV)

ED 285 961 UD 025 760
Ascher, Carol Schwartz, Wendy
Keeping Track of At Risk Students. ERIC Digest Number 35.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Contract—OERI-400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Institute for Urban and Minority Education, Box 40, Teachers College, Columbia University, New York, NY 10027 (single copies free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Definitions, *Dropout Characteristics, Dropout Prevention, *Dropout Rate, Educational Assessment, Educational Trends, *High Risk Persons, High Schools, Identification, Junior High Schools, Record Keeping, School Effectiveness, *School Holding Power
Identifiers—ERIC Digests

Determining how many students drop out of school and why they leave is not easy. The definition of a "dropout" varies from school district to school district, and the mobility of students makes counting them accurately nearly impossible. In an effort to define dropouts in a way that can be applied uniformly across the country, a checklist has been devised which specifies eight common categories of students who can be described as dropouts. Equally important, specifications are given for students who should not be considered dropouts, such as truants, transferees, and returnees. Large margins of error occur in the national dropout rate because of widely varying ways of calculating dropout data. It is necessary to accept and apply uniform methods of defining dropouts and determining the dropout rate. Another area of concern is the identification and monitoring of students who are most at risk of dropping out of school. Offering these students special programs early in their school careers has proven helpful. Monitoring in terms of attendance, testing, and educational history will help to ensure positive progress for students as they proceed through school. Effective systems for identifying dropouts and at risk students are necessary for the accurate measurement of national educational progress. (VM)

ED 285 829 SO 018 432
Risinger, C. Frederick
Improving Writing Skills through Social Studies. ERIC Digest No. 40.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 87
Grant—400-86-0020
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, Indiana 47405.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Content Area Writing, Creative Teaching, Learning Strategies, Secondary Education, *Social Studies, Teaching Methods, Writing Improvement, *Writing Processes, *Writing Skills
Identifiers—ERIC Digests

A recent study by the National Assessment of Educational Progress (NAEP) directly links writing effectiveness to development of skills in critical thinking. This ERIC Digest discusses: (1) recent research on the linkage between writing and learning; (2) successful approaches to teaching writing; and (3) suggestions for including an effective writing component in the social studies curriculum. Research indicates that writing enhances learning in several ways: (1) writing requires knowledge and focuses thought; (2) writing enhances critical thinking; and (3) writing shifts responsibility for learning to the student. Of the two most frequently used approaches to teaching writing, one emphasizing the product and the other emphasizing the process, the product approach is the most accepted but the process approach is rapidly gaining adherents. The process approach indicates an awareness of the linkage between writing, thinking, and learning. The NAEP study found that students who used elements of process writing (planning, revising, and editing) are more likely to be better writers. For social studies teachers, the best approach appears to be a blend of the process and product approach. The most effective method of using writing to enhance learning and encourage creative and critical thinking appears to be the development and use of writing assignments that stimulate and challenge students. The NAEP study also found that students who write more, write better. This finding coupled with evidence that critical thinking and higher order intellectual skills are nurtured by appropriate writing assignments makes a powerful case for increasing the amount of student writing in social studies. A list of resources for teaching writing in social studies is included. (SM)

ED 285 801 SO 018 169
Patrick, John J.
Education on the U.S. Constitution. ERIC Digest No. 39.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civics, *Constitutional History, Curriculum Development, Educational Improvement, Government Role, Public Opinion, Secondary Education, *Social Studies, *United States Government (Course)
Identifiers—ERIC Digests, *United States Constitution

This ERIC Digest examines (1) treatment of the U.S. Constitution in the curriculum of secondary schools, (2) public opinion and knowledge about the Constitution, and (3) guidelines for improvement of education on the Constitution. Although included in nearly every secondary school curriculum, education on the U.S. Constitution has suffered from neglect and routine treatment. The educational agenda is cluttered, and priorities are often unclear. Instructional goals about the Constitution may be viewed as no more important than other goals in the vast array of competing purposes of education in social studies. Studies of standard secondary school textbooks have revealed restricted coverage and shallow treatment of basic principles, values, and issues of constitutional government. Studies have found that the U.S. public appears to be deficient in both knowledge and appreciation of fundamental values, principles, and issues of their constitutional government. Some of the suggestions for improving education on the Constitution are: (1) assigning a high priority to educational goals of the Constitution; (2) blending social history with political history; (3) emphasizing the applicability of the Constitution to the common concern of citizens; and (4) obtaining high quality learning materials on the Constitution to complement the standard textbook. A list of resources and references are included in the digest. (SM)

ED 285 797 SO 018 129
McGowan, Thomas M.
Children's Fiction as a Source for Social Studies Skill-Building. ERIC Digest No. 37.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 87
Contract—400-86-0020
Note--4p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childrens Literature, Elementary Education, *Fiction, Picture Books, Reading Aloud to Others, *Skill Development, *Social Studies, Story Reading
Identifiers—ERIC Digests

Despite periodic efforts, traditional social studies teaching methods continue to be used in grades K-6. Research suggests that elementary students do not like or value social studies when these traditional methods are used to organize and teach its content. The goals of the social studies curriculum in grades K-6 are to transmit citizenship skills to children and to develop the skill areas of information processing, critical thinking, problem solving, communication, spatial awareness, social interaction, and time concepts. Through the use of picture and story books, teachers can utilize characters, plots, settings, themes, and relationships to introduce activities that assist in developing these skills. Fictional books contain information about people and relationships, emerging values, the effect of institutions on personal behavior, and lessons about people from various time periods and diverse cultural backgrounds. Children's fiction is also a source of useful information about historical events, current issues, global themes, and lifestyles. The most efficient form of delivery for this teaching method is for the teacher to read the books to the class and to plan which skills will be taught. (JHP)

ED 28[illegible] 609 JC 870 373
A Descriptive Analysis of the Community College Liberal Arts Curriculum. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jan 87
Contract—400-86-0051
Note—6p.
Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Curriculum, Community Colleges, *Courses, Curriculum Research, Educational Trends, Humanities, *Liberal Arts, National Surveys, Sciences, Social Sciences, Two Year Colleges
Identifiers—ERIC Digests

In spring 1986, the Center for the Study of Community Colleges analyzed the class schedules of 95 randomly selected two-year colleges to determine the types of liberal arts courses offered by the colleges and to spot changes in the curriculum over the past 11 years. Study findings included the following: (1) the humanities made up 48% of the total liberal arts curriculum, with English composition representing the greatest number of class sections; (2) the sciences made up 43% of all liberal arts class sections, while the social sciences made up only 8%; (3) English, mathematics, history, biology, chemistry, psychology, economics, and sociology were offered at 90% or more of the colleges; (4) over the past 11 years, the liberal arts curriculum has remained fairly stable, though in mathematics the number of courses for specific majors (e.g., "Mathematics for Business") decreased while the number of computer science courses increased; (5) English as a Second Language courses accounted for 30% of all foreign language classes in 1978 and 43% in 1986; and (6) the liberal arts curriculum was characterized by an abundance of introductory survey courses and a relatively small number of more advanced courses. (AYC)

ED 284 922 UD 025 652
Ascher, Carol
The Ninth Grade–A Precarious Time for the Potential Dropout. ERIC Digest No. 34.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Jun 87
Contract—400-86-0015
Note—5p.
Available from—ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, Change Strategies, Dropout Characteristics, *Dropout Prevention, *Grade 9, *High Risk Persons, *School Holding Power, Secondary Education, Student Alienation, *Transitional Programs
Identifiers—ERIC Digests

The combined effects of many social, psychological, physical and educational factors make the ninth grade a level at which students have a high potential for dropping out of school. For those ninth graders who have already experienced attendance, discipline or academic problems the risk is even greater. A number of strategies have been developed to ease the trauma of the ninth grade and to prevent students from dropping out. These strategies include the following: (1) improving articulation between high school and earlier years of schooling; (2) deferring required courses to allow room for more electives in the ninth grade; (3) decreasing feelings of alienation in the ninth grade; (4) sensitizing teachers to the problems of being a ninth grader; (5) creating alternatives to retention before the ninth grade; and (6) planning special programs to orient middle school students and their parents to high school. These approaches, either alone or in combination, can help the at-risk student without vastly changing the basic structure of the high school. (VM)

ED 284 912 TM 870 576
Fielding, Glen
Trends in Integrating Teaching and Testing. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0018
Note—4p.; An ERIC Digest published in the ERIC/TME Update Series.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adaptive Testing, Computer Assisted Testing, *Curriculum, *Educational Testing, Elementary Secondary Education, *Item Banks, *Metacognition, School Effectiveness, Teacher Effectiveness
Identifiers—*Curriculum Related Testing, ERIC Digests

In recent years, educational research and development has focused increased attention on ways of enhancing the instructional value of tests. This ERIC Digest summarizes some of the recent advances in linking instruction and assessment. Studies of teacher effectiveness indicate how important systematic assessment of student progress and use of test information is in making instructional decisions. Three functions are at the heart of integrating teaching and testing in the classroom: (1) diagnosing student knowledge and skill level before instruction; (2) monitoring student learning progress; and (3) providing regular feedback to students. Item banks, developed by various regional and national groups, facilitate linking of tests to instruction. Adaptive testing, in which the items given to a student depend on the student's previous performance, provides a more precise indication of where a student stands in a learning area. Tests based on modern cognitive theory illuminate previously hidden aspects of student thinking and performance. Articles appearing in a number of diverse publications discuss the need for more useful professional development programs for teachers on testing. The ERIC data base has references on learning, adaptive testing, teacher effectiveness, school effectiveness, mastery learning, test item banks, and curriculum-aligned tests. (LMO)

ED 284 911 TM 870 496
Hambleton, Ronald K.
Evaluating Criterion-referenced Tests. ERIC Digest.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-86-0018
Note—4p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavioral Objectives, *Criterion Referenced Tests, Decision Making, *Evaluation Criteria, *Specifications, *Test Construction, Test Interpretation
Identifiers—*ERIC Digests, Standards for Educational and Psychological Tests, Test Specifications

Criterion-referenced tests (CRTs) are constructed to permit the interpretation of examinee tests performance in relation to a set of well-defined competencies. CRTs are currently used extensively in schools, industry, and the armed services because they provide valuable and different information from norm-referenced tests. Test publishers, school districts, and state departments of education produce CRTs; however, many of the available tests fall far short of the technical quality necessary for them to accomplish their intended purposes. This digest provides practitioners and test developers with guidelines for evaluating CRTs. Drawn from the Standards for Educational and Psychological Testing, 25 content and technical questions are presented that must be answered when evaluating criterion-referenced tests. The technology for preparing CRTs is now well developed, and practitioners can avoid improperly prepared tests by addressing these questions. (BS)

ED 284 910 TM 870 495
Beard, Jacob G.
Minimum Competency Testing. Update.
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—NIE-400-83-0015
Note—3p.
Available from—ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, NJ 08541-0001 (single copy free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, Elementary Secondary Education, Graduation Requirements, *Minimum Competency Testing, *Standards, *State Standards, *Testing Programs
Identifiers—*ERIC Digests

During the last decade many school systems began to define minimum levels of competency for their students and to construct tests to measure whether students had achieved these minimums. Many states have passed laws which require high school students to pass minimum competency tests in order to graduate. This digest overviews four areas of controversy that have arisen from minimum competency testing: accountability; social issues; instructional implications; and psychometric issues. Minimum competency testing has been seen as a method of holding schools accountable for graduating literate students with at least basic skills. Because of the historically greater failure rate of some minority groups, opponents of minimum competency testing have characterized it as a racist means of denying educational credentials to minority groups. Instructionally, these testing programs must be based on taught objectives and must have remedial programs available to students who fail. Because minimum competency tests are used to make decisions having serious consequences for students, they must be psychometrically sound and conform to or exceed quality standards set forth by the testing profession. (BS)

ED 284 823 SO 018 522
Banaszak, Ronald A.
The Nature of Economic Literacy: ERIC Digest No. 41.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 87
Contract—400-86-0020
Note—4p.
Available from—Clearinghouse for Social Studies/-Social Science Education, 2805 East Tenth Street, Suite 120, Indiana University, Bloomington, IN 47405.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Competence, *Competency Based Education, Course Evaluation, Curriculum Evaluation, *Economics, *Economics Education, *Educational Objectives, High Schools, Instructional Effectiveness, Literacy, Program Effectiveness, Social Sciences, Social Studies
Identifiers—ERIC Digests

Educators should assess the economics curricula in order to determine whether the latest and most accurate views of economic life in the United States and the world are taught to high school students. Economic literacy involves knowing and applying fundamental economic theories in order to make rational decisions about the use of limited resources. This digest considers the nature of economic literacy through an exploration of the basic economic concepts that students should learn, a definition of economics as a way of thinking, and desired outcomes of education for economic literacy. Fundamental themes of economics education should include scarcity, productive resources, economic systems, exchange, incentives, the market place, and managing the economy. An economic way of thinking refers to decision-making as the central skill of economic literacy and emphasizes the application of this skill to decision-making. While the ability to conduct objective and reasoned analysis of economic issues is the most important benefit of economic literacy education, students also learn to understand the economic dimensions of issues, to evaluate the consequences of economic decisions, and to participate intelligently in the political process. (JHP)

ED 284 716 RC 016 418
Bull, Kay Sather
Rural Options for Gifted Education. ERIC Digest.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0024
Note—4p.
Available from—ERIC/CRESS, New Mexico State University, Department 3AP, Box 30001, Las Cruces, NM 88003-0001 (Free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Characteristics, *Community Support, Computer Uses in Education, Educational Technology, Elementary Secondary Education, Extracurricular Activities, *Gifted, *Individualized Education Programs, Mentors, *Program Development, *Rural Education, *School Community Relationship, Small Schools
Identifiers—ERIC Digests

Rural gifted programs should be developed by the consumers in rural communities and should focus on the needs and strengths of the community. The unique aspects of rural schools should be used to develop defensible community-based programs. General gifted education procedures, such as developing peer groups and psychologically secure environments, should be followed, but grouping provisions from larger urban settings are not generally appropriate. Curricula for gifted students should be modified in terms of rate of progress, control of content, and type of content. These content changes, as well as changes in instructional formats, may be accomplished or supported using modern technological means, particularly computers. When the local program requires it, teachers or students may be transported to off-campus locations to meet program goals. Support activities may be provided out of school, but these activities should be in addition to a regular education program for gifted students. (JHZ)

ED 284 532 IR 012 775
Eisenberg, Michael
Changing Roles of the Media Specialist. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-85-0001
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244 (free while supply lasts).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Educational Technology, Elementary Secondary Education, Instructional Design, *Librarians, Library Collection Development, *Library Instruction, *Library Role, Library Services, Literature Appreciation, *Media Specialists, Reference Services
Identifiers—ERIC Digests

The traditional role of the school librarian encompassed collection development, reading guidance and literature promotion, and reference. Over time these functions have expanded and participation in carrying out functions has become more active. For instance, the teaching role of the library media specialist is a dramatic and far-reaching extension of the traditional function of reference and information services. Another trend is a disparity in perceptions of the role of library media specialists between members of the profession and others, as well as between the professional literature and actual practice. New technologies, the information explosion, and recent emphasis on lifetime learning are contributing to the importance of modern school media specialists in education, and a definable role is emerging that is responsive to a changing world even though it is based on traditional functions. This role includes: (1) collection management based on a unified media concept; (2) promotion of literacy and guidance in the use of media; (3) teaching information skills for an information society; (4) acting as a change agent in the schools through awareness of new technology and consultation on curriculum and instructional design; and (5) assuming information management responsibilities beyond the walls of the centralized library media facility. Nineteen references are listed. (MES)

ED 284 529 HE 020 845
Licata, Christine M.
Post-Tenure Faculty Evaluation. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-6
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Post-Tenure Faculty Evaluation: Threat or Opportunity?" (ED 270 009).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *College Faculty, Decision Making, Employment Practices, *Evaluation Methods, *Faculty Development, *Faculty Evaluation, Higher Education, *Personnel Policy, Rating Scales, Standards, Tenure, *Tenured Faculty
Identifiers—ERIC Digests

Factors that have led to post-tenure evaluation of faculty are considered, along with concerns that should be examined before designing a post-tenure review process. Post-tenure evaluation is not in opposition to the principle of tenure and to policy statements about tenure issued by the American Association of University Professors, provided that the evaluation is not used as grounds for dismissal and that any recommended dismissal is subject to normal academic due process. Those who support the process view it as a formative way to reinforce faculty growth and improve instruction. Some proponents also suggest its usefulness in decisions about merit pay, promotion, and dismissal for cause. Criticisms of the process include the view that it will devalue rigorous pretenure evaluation and will erode collegial relationships. Before starting a post-tenure review process, colleges should: clearly articulate the purpose of the evaluation; involve faculty in the design of the plan and make sure faculty and administrators agree about specifics; emphasize flexibility and individualization; and link faculty development and rewards and post-tenure evaluation. (SW)

ED 284 528 HE 020 844
Johnson, Janet R. Marcus, Laurence R.
Blue Ribbon Commissions and Higher Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-5
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Blue Ribbon Commissions and Higher Education: Changing Academe from the Outside" (ED 272 115).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Advisory Committees, *Blue Ribbon Commissions, Campuses, *Change Strategies, College Planning, *Educational Change, Federal Government, Governance, Government School Relationship, *Higher Education, Policy Formation, Problem Solving, Program Evaluation, Public Policy, State Government
Identifiers—ERIC Digests

Blue ribbon commissions in the United States from 1965-1983 are discussed with attention to what makes a commission effective, the history of blue ribbon commissions, features of a commission, whether these commissions are useful on campus, and criticisms of blue ribbon commissions. Factors that contribute to the effectiveness of a blue ribbon commission include: attainability of commission objectives, adequacy of the amount of time allotted for the study; number of times commissioners meet; accessibility of commissioners to persons wishing to comment; and sufficiency of the number of staff. Features of a blue ribbon commission are: a predetermined life span, eminent individuals from a variety of backgrounds, staff and funds to assist in fulfilling its charge, and a charge to investigate and/or to recommend changes in structures, functions, origins, or processes. Blue ribbon commissions are helpful on campus when a fresh view is needed about a specific issue, when a college wants to develop ties with, or serve, a sector outside the college, and when a college seeks to start a planning agenda to become a leader in a region or among similar colleges. (SW)

ED 284 527 HE 020 843
Stark, Joan S. And Others
Professional Education. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-4
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Responsive Professional Education: Balancing Outcomes and Opportunities" (ED 273 229).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Architecture, *Attitudes, Business Administration Education, Competence, *Educational Objectives, Engineering Education, Ethics, Health Occupations, Higher Education, Journalism Education, Knowledge Level, Legal Education (Professions), Library Science, *Outcomes of Education, *Professional Education, *Professional Personnel, *Skill Development, Socialization, Social Work, Teacher Education
Identifiers—ERIC Digests

Aspects of professional competence and professional socialization that are being emphasized in professional education programs are summarized. Of concern are generic outcomes of professional preparation, outcome-related issues and trends common to professional education in diverse fields, some problems that concern professional educators, and recommendations for future action and study. The generic outcomes include six aspects of professional competence: conceptual competence, technical competence, contextual competence, interpersonal communication competence, integrative competence, and adaptive competence. Five attitudinal outcomes are also addressed: career marketability, professional identity, professional ethics, scholarly concern for improvement of the profession, and motivation for continued learning. The issues and trends concerning these outcomes were drawn primarily from recent articles in educational journals of 12 professional fields: architecture, business administration, dentistry, education, engineering, journalism, law, library science, medicine, nursing, pharmacy, and social work. (SW)

ED 284 526 HE 020 842
Whitman, Neal A. And Others
Reducing Stress among Students. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-3
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Increasing Students' Learning: A Faculty Guide to Reducing Stress among Students" (ED 274 264).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Students, *Feedback, *Helping Relationship, Higher Education, Learning Strategies, Mentors, *Stress Management, *Student Adjustment, *Teacher Role, Teacher Student Relationship
Identifiers—ERIC Digests

Ways that college faculty can increase students' learning by reducing stress are identified. Consideration is given to: the effects of stress on learning, the value of feedback and control, the importance of the interaction between faculty and students, the value of stress awareness, and what students can do. When given properly, feedback can encourage positive stress that motivates students to action and discourages the negative stress that inhibits action. Specific steps by which teachers can give effective feedback include: helping students know where they stand, providing written comments on students' work, testing often enough, and arranging personal meetings with students. Ways that teachers can improve their relationships with students and enhance students' learning include: providing structure at the onset of a course, encouraging class participation, getting to know students by name, and mobilizing student tutors and study groups. Students can reduce stress by improving their study habits, managing time wisely, learning positive self-talk, learning how to relax, and joining a student support group. A need exists to identify factors that influence the helpfulness of information in reducing stress. (SW)

ED 284 525 HE 020 841
Moran, Mary
Student Financial Aid and Women. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-2
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "Student Financial Aid and Women: Equity Dilemma?" (ED 277 318).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, *Change Strategies, *College Students, Comparative Analysis, Day Care, Educational Opportunities, Federal Aid, *Females, Financial Needs, *Financial Policy, Grants, Higher Education, Need Analysis (Student Financial Aid), Public Policy, Scholarships, *Sex Differences, *Student Financial Aid, Student Loan Programs, Work Study Programs
Identifiers—ERIC Digests

The impact of student aid policies on women is assessed. Patterns of enrollment and economic profiles differ for male and female students. Women, for example, far surpass men as adult, part-time, independent, and unclassified students, the categories most likely to present barriers to participating in most financial aid programs. Gender issues in student aid policy include: loan burdens of women in light of the data that women generally earn lower salaries than men; women's loan default rate and their rate of bankruptcy; the award of merit scholarships to males and females; the unmet financial need under current student aid policies for single women with children because of their classification as independent students; barriers to working women in corporate benefit programs that pay tuition; child care as a cost of attending college; contradictory policies in public welfare and student aid programs; participation of low-income females in the Guaranteed Student Loan Program; the contributions to college costs that women's parents make compared to men's parents; and award of research assistantships to women compared to men. Actions that could improve women's participation in student aid programs are identified. (SW)

ED 284 524 HE 020 840
Hendrickson, Robert M. Gibbs, Annette
The College, the Constitution, and the Consumer Student. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-87-1
Pub Date—87
Contract—400-86-0017
Note—3p.; This digest is a summary of "The College, the Constitution, and the Consumer: Implications for Policy and Practice" (ED 280 429).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civil Rights, College Buildings, *College Students, Compliance (Legal), *Constitutional Law, Court Litigation, Due Process, *Educational Malpractice, Higher Education, *Legal Responsibility, Religious Organizations, Student Organizations, *Student Rights
Identifiers—ERIC Digests, In Loco Parentis

Recent legal developments concerning college students and colleges and universities are summarized, with a focus on constitutional issues related to the rights of students to organize, the collection and allocation of mandatory student activity fees, and the protection of freedom of speech regarding commercial enterprises. The status of educational malpractice and implications for policy and practice are considered. Guidelines are included on students' First Amendment rights and ways to balance the constitutional rights of students and the prerogatives of the institution in regard to speech-related activities of student organizations. Consideration is given to court rulings concerning commercial solicitation, a form of commercial speech. Four requirements that must be satisfied to ensure implementation of free expression by vendors are identified, based on Supreme Court decisions about restrictions regarding time, place, and manner of individual expression. Policy considerations are briefly addressed concerning staff peer review and the integrity of faculty evaluation, diagnostic procedures used by colleges, and information contained in college catalogs and other publications. (SW)

ED 284 523 HE 020 653
Mortimer, Kenneth And Others
Flexibility in Academic Staffing. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-6
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Flexibility in Academic Staffing: Effective Policies and Practices" (ED 260 675).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Faculty, *Employment Practices, Faculty Evaluation, Higher Education, *Personnel Policy, *Policy Formation, Program Termination, *Resource Allocation, Retraining, *Retrenchment, Tenured Faculty
Identifiers—ERIC Digests

Faced with scarce resources and environmental uncertainty in the past decade, colleges and universities have experimented with different modes of academic staffing, most of which are attempts to preserve or create more flexible policies and practices. In spite of tenure systems in operation at 94% of all four year colleges, institutions have at least four major opportunities to reduce expenditures or to reallocate personnel: (1) position control (the decision to create a position or hire replacements); (2) the decision about the type of appointment to be made; (3) the decision to reduce the rate at which tenure-track faculty receive tenure; and (4) the decision to increase the number of tenured faculty leaving the institution (including post-tenure review). The effectiveness of these four reallocation strategies must be evaluated in terms of the content and impact of budget cuts, the strengths and weaknesses of various devices for reduction and reallocation, and consultation processes. Institutions can become more flexible by adopting in the aggregate of all these practices and policies and matching them with a 3- to 5-year perspective. (LB)

ED 284 522 HE 020 652
Conrad, Clifton F. Wilson, Richard W.
Academic Program Reviews. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-5
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Academic Program Reviews: Institutional Approaches, Expectations, and Controversies" (ED 264 806).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Programs, *Educational Quality, Evaluation Criteria, *Evaluation Methods, Higher Education, Institutional Evaluation, Models, *Program Evaluation, *Self Evaluation (Groups)
Identifiers—ERIC Digests

The heightened interest in college program review is traced to a widespread interest in improving educational quality and the need to respond creatively to financial constraints and external expectations for accountability. Current program reviews have also been designed to aid in decision making about resource reallocation and program discontinuance. Most academic program reviews draw on one or more of several formal evaluation models: goal-based, responsive, decision-making, or connoisseurship models. The underlying objective of quality is defined by four different perspectives: the reputational view, the resources view, the outcomes view, and the value-added view. Most institutions assess quality by adopting aspects of all four views. The continued existence and growth of program review processes suggest that the efforts are supported and that the results can be beneficial, but more systematic study of their effects is needed. (LB)

ED 284 521 HE 020 651
Boyer, Carol M. Lewis, Darrell R.
Faculty Consulting and Supplemental Income. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-4
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "And on the Seventh Day: Faculty Consulting and Supplemental Income" (ED 262 743).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, *Compensation (Remuneration), *Consultants, Employment Practices, Faculty Workload, Higher Education, *Multiple Employment, *Personnel Policy, *Teacher Salaries
Identifiers—ERIC Digests

Although consulting has long been recognized as a legitimate faculty role in most colleges, concern has arisen about the appropriateness of "double dipping," and particularly whether consulting and other supplemental income activities result in shirking other university responsibilities. The debate centers on six basic issues: who consults, whether it is increasing, whether faculty are shirking university responsibilities, whether they are exploiting consulting opportunities, whether they are motivated to consult primarily by economic reasons, and whether most institutional policies and procedures are adequate for governing such activity. (LB)

ED 284 520 HE 020 650
Floyd, Carol E.
Faculty Participation in Decision Making. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-3
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Faculty Participation in Decision Making: Necessity or Luxury?" (ED 267 694).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Administration, *College Faculty, *College Governing Councils, Faculty College Relationship, Higher Education, *Participative Decision Making, *Policy Formation, *Teacher Administrator Relationship, *Teacher Participation
Identifiers—ERIC Digests

Faculty participation in college or university decision making is accepted as intrinsically good and as having positive effects on institutional functioning, but it is reflected in varying degrees in actual practice. The rationale for faculty participation is related to increased employee satisfaction and performance; faculty also tend to afford legitimacy and to fully cooperate in the implementation of only those policies they have helped formulate. Academic senates are useful mechanisms but are more influential at research universities or elite liberal arts colleges than at other institutions. Historically, faculty have had the broadest role in curricular and faculty personnel matters, but there are increased roles in institutional planning and administrator selection and evaluation as well. Involvement in budgeting and retrenchment has been limited. Administrators can focus energies on four elements: strengthening collegial foundations of decision making; shaping the consultative framework; increasing the availability of information; and facilitating group deliberation. Coordinated efforts of administrators and faculty are necessary to increase the extrinsic rewards for constructive institutional participation. (LB)

ED 284 519 HE 020 649
Garland, Peter H.
A Critical Need for College Student Personnel Services. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-2
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of "Serving More Than Students: A Critical Need for College Student Personnel Services" (ED 267 678).
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, College Administration, College Planning, *College Students, Higher Education, *Leadership Responsibility, Professional Development, *Staff Role, *Student Development, *Student Personnel Services, *Student Personnel Workers
Identifiers—ERIC Digests

The efforts of student affairs aimed at improving quality of life, integrating new student groups, and attracting and retaining students are becoming critical to colleges and universities. Student affairs organizations can respond to the changing conditions and take a leadership role in new institutional strategies; they can become "integrators" of goals within the institutions, building stronger bridges to the academic and administrative communities. Student affairs professionals must possess a wider repertoire of skills, adding general management and planning skills to traditional human relations skills. This widened role has implications for the preparation of continuing professional education of individuals in the profession, and graduate programs must adapt to changing needs. (LB)

ED 284 518 HE 020 648
Richardson, Richard C., Jr. Bender, Louis W.
Students in Urban Settings: Achieving the Baccalaureate Degree. ERIC Digest.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—EDO-HE-86-1
Pub Date—86
Contract—400-86-0017
Note—3p.; This digest is a summary of ED 265 798.
Available from—ERIC Clearinghouse on Higher Education, George Washington University, One Dupont Circle, Suite 630, Washington, DC 20036 (free with stamped, self-addressed envelope).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Academic Aspiration, *Academic Persistence, *Articulation (Education), *Bachelors Degrees, College Role, *College Transfer Students, Community Colleges, Higher Education, Minority Groups, Public Colleges, Student Characteristics, *Two Year College Students, *Urban Universities
Identifiers—ERIC Digests

Factors that affect the attainment of a bachelor's degree by urban students are outlined. The demographic profile of American school children makes it clear that problems for urban colleges and universities will grow in the years ahead. There is a correlation between income and education achievement; low income students do not achieve, persist, or complete programs of study in the same proportion as middle or upper income students. The public urban universities and community colleges must deal with the situation and have placed considerable emphasis on establishing a supportive environment for minority students and on providing academic support to underprepared students. Policies and activities that can enhance transfer of community college students into upper division programs include: (1) university scholarships for transfer students; (2) reserved dormitory space for mid-year transfers; (3) coordination of veterans' benefits; (4) joint faculty events and counseling exchanges; and (5) dual enrollment, where a transfer student is paired with a peer for easier adjustment. (LB)

ED 284 517 HE 020 647
Olswang, Steven G. Lee, Barbara A.
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts. ERIC Digest 85-4.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-82-0011
Note—3p.; This digest is a summary of ED 252 170.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *Accountability, Compliance (Legal), Faculty College Relationship, *Faculty Workload, Higher Education, *Intellectual Property, *Multiple Employment, Professional Autonomy
Identifiers—ERIC Digests

The increasingly complex environment in which colleges and universities now operate has spawned a set of requirements for accountability with which institutions and therefore faculty must comply. Although academic freedom and tenure provide important protections for faculty, they are not unlimited. At the same time, institutions face a myriad of new pressures and responsibilities, such as the need to account for monies from a variety of sources, and to deal with appropriate levels of outside faculty consulting and faculty internal workloads. There are pressures to review faculty performance in teaching, research, and service. In response primarily to external constituencies, colleges and universities are being compelled to confront areas of traditional faculty autonomy. Joint faculty/administrative groups should resolve such issues and institutional priorities for academic programming, workload and productivity expectations, faculty research contracts, sexual harassment, allegations of fraud in research, research products with patent potential, faculty evaluation measures, and professional ethics. (LB)

ED 284 516 HE 020 646
Lindgren, J. Ralph And Others
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade. ERIC Digest 85-3.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-82-0011
Note—3p.; This digest is a summary of ED 252 169.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Affirmative Action, College Faculty, *College Students, *Compliance (Legal), *Court Litigation, *Employment Practices, Equal Protection, *Federal Legislation, Higher Education, Personnel Policy, School Personnel, *Sex Discrimination, Student Rights
Identifiers—ERIC Digests

The obligations of colleges and universities under existing laws prohibiting sex discrimination against employees and students are summarized. Principal federal sources of legal obligation regarding employees are the equal protection clause of the Fourteenth Amendment, Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1963, and Executive Order No. 11246. For students, the principal sources are the equal protection clause and Title IX of the Education Amendments of 1972. Strategies for compliance include the following: (1) carefully select and train key academic and administrative personnel, including faculty on review and search committees; (2) design and disseminate a policy of sexual equity, assign responsibility for its implementation, train line personnel, monitor residual sexual bias, and design and implement remedial programs to ensure compliance with the policy; and (3) complement the steps with indemnification of losses suffered as a result of intentional discrimination. (LB)

ED 284 515 HE 020 645
Crosson, Patricia H.
Public Service in Higher Education: Practices and Priorities. ERIC Digest 85-2.
Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-82-001
Note—3p.; This digest is a summary of ED 239 569.
Pub Type— ERIC Information AnalysisProducts

(IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Activism, College Faculty, *College Role, Community Colleges, *Government School Relationship, Higher Education, *Public Service, Research Universities, *School Business Relationship, *School Community Relationship, State Universities

Identifiers—ERIC Digests

Public service in higher education is an important function of American colleges and universities. The nature and purposes of higher education can be revealed through three popular metaphors–ivory tower, social service station, and culture mart. It can best be fulfilled through ideas of value, social criticism, social problem solving, or social activism. Although service activities vary across different types of institutions, the easiest way to categorize public service is by external recipient: service to the community, to state and local governments, and to business and industry. Community service is especially important for community colleges, but governmental links are important to state universities, and research universities can develop formal research partnerships with corporations. (LB)

ED 284 514 HE 020 644

Whitman, Neal A. And Others

Student Stress: Effects and Solutions. ERIC Digest 85-1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 246 832.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Students, *Coping, Feedback, *Graduate Students, Higher Education, Law Students, Medical Students, *Stress Management, Stress Variables, *Student Adjustment, Undergraduate Students

Identifiers—ERIC Digests

Stress is experienced by college students at different educational levels, but colleges can help reduce its destructive forms. There are explanations of why students perform badly under stress, such as "hypervigilance" (i.e., overstudying for an exam) and "premature closure" (i.e., rushing through an exam). Situations that are stressful for undergraduates, and for graduate, law, and medical students and residents are cited. Ways to reduce the negative aspects of stress (distress), include providing students with a feeling of control over their education, giving them information about what to expect, and offering feedback regarding what can be done to improve their own performance. Students who do not feel helpless will adopt their own coping strategies. (LB)

ED 284 513 HE 020 643

Gappa, Judith M.

Part-time Faculty: Higher Education at a Crossroads. ERIC Digest 84-4.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—3p.; This digest is a summary of ED 251 058.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Administration, *College Faculty, *Employment Practices, Higher Education, *Part Time Faculty, *Personnel Policy, Teacher Characteristics, Trend Analysis

Identifiers—ERIC Digests

The current use of part-time faculty and issues regarding this practice are addressed. Ways that part-time faculty affect the quality of academic programs are discussed, including the frequent characterization of them as "second-class citizens." Policies and practices are shaped by the diverse characteristics of part-timers, institutional needs and traditions, the labor market, and legal and collective bargaining constraints. However, the idea that employment of part-time faculty is a casual departmental affair rather than a planned institutional effort is obsolete. Institutional policies and practices should take into account the differences among part-timers in their qualifications, functions performed, and contributions to the school's educational objectives. (LB)

ED 284 512 HE 020 642

Keimig, Ruth Talbott

College Learning Improvement Programs. ERIC Digest 84-3.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—4p.; This digest is a summary of "Raising Academic Standards: A Guide to Learning Improvement" (ED 233 669).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Academic Standards, *College Instruction, College Students, *Developmental Studies Programs, Educational Planning, Grade Point Average, Higher Education, High Risk Students, *Remedial Programs, Teaching Methods

Identifiers—ERIC Digests

Successful college instruction programs have two features that are associated with increased grade point averages and retention: (1) they are comprehensive and meet student needs, and (2) they are better institutionalized into the academic mainstream of the college or university. Several program characteristics are crucial to learning improvement, including: goals and rationale, instructional methods, institutional standards, staff role, program evaluation, attitudes toward nontraditional students, responsiveness to students, and systematic advisement. Interaction and shared problem-solving among academic and developmental educators is the fundamental factor in successful learning improvement programs. Faculty and administrators can produce greater control of learning outcomes by considering all options, identifying the best methods, and fostering long-term planning, and interdisciplinary innovation. (LB)

ED 284 511 HE 020 641

Bromert, Jane Doyle

College Search Committees. ERIC Digest 84-2.

American Association of Univ. Administrators, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—5p.; This digest is a summary of "The Role and Effectiveness of Search Committees" (ED 243 355).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Qualifications, *Administrator Selection, *Advisory Committees, College Faculty, Higher Education, *Recruitment, *Search Committees (Personnel, *Teacher Selection

Identifiers—ERIC Digests

The relatively new phenomenon of using search committees is described as the result of state and federal legislation, a more participatory approach to college administration, and an enlarged pool of qualified candidates. Committee functions include recruiting and screening candidates, checking references, handling interviews, and making recommendations. The need for good "fit" between institutional requirements and individual expectations emphasizes the importance of an effective search committee. Time and money are two factors that can limit search committees. Pre-search guidelines include the need for such things as a genuine understanding of the institution, a search committee membership that is representative of the college or university at large, precise charge to the committee, and definition of clearly stated qualifications that candidates must possess. (LB)

ED 284 510 HE 020 640

Marcus, Laurence R. And Others

Self-Study in Higher Education: The Path to Excellence. ERIC Digest 84-1.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-82-0011

Note—5p.; This digest is a summary of "The Path to Excellence: Quality Assurance in Higher Education" (ED 167 802).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accountability, Accreditation (Institutions), College Administration, *Educational Quality, Federal Regulation, *Government School Relationship, *Higher Education, *Institutional Evaluation, Program Effectiveness, Program Evaluation, *Self Evaluation (Groups)

Identifiers—ERIC Digests

Institutional self-study is an appropriate method for determining quality and demonstrating accountability which can lead to academic and administrative excellence. With a trend toward state and federal government involvement in higher education, colleges will do well to conduct internal program assessments in order to maintain control. A self-study should include such factors as program goals and organization, available fiscal resources and facilities, curriculum offerings, faculty resources, student characteristics, and current issues. Appropriate quantitative data should be included, and outside guidance from impartial consultants should be obtained. (LB)

ED 284 372 EA 019 611

Liontos, Demetri

Collaborative Bargaining in Education. ERIC Digest Series, Number 20.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—87

Contract—OERI-R-86-0003

Note—4p.

Available from—Publications, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Collective Bargaining, *Cooperative Planning, Educational Cooperation, Elementary Secondary Education, *Employer Employee Relationship, Intergroup Relations, Interprofessional Relationship, *Labor Relations, Morale, *Participative Decision Making, Unions

Identifiers—*Collaborative Bargaining, ERIC Digests

Adversarial collective bargaining often leads to lingering resentments. Collaborative bargaining, conversely, is a problem-solving approach to contract negotiations based on common interests and mutual respect. It is estimated that at least 500 school districts nationwide incorporate major elements of the collaborative approach in their collective bargaining. Elements that help to foster cooperation are trust and respect for colleagues. For school districts to incorporate collaborative bargaining in their negotiations, they should: obtain information and resources about what others using this approach have done; attend courses or workshops; and establish joint committees to work on school problems. (TE)

ED 284 315 CS 505 650

Holbrook, Hilary Taylor

Communication Apprehension: The Quiet Student in Your Classroom. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-86-0045

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, *Communication Apprehension, *Communication Problems, Communication Research, Self Esteem, Speech Skills, *Student Attitudes, Student Behavior, Teacher Student Relationship

Identifiers—ERIC Digests, Shyness

Noting that communication apprehension (CA) is a pattern of anxiety that can profoundly affect oral communication, social skills, and self-esteem, this digest examines some causes and consequences of CA and ways in which it can be diminished. Following an introduction, the digest defines CA and some of its characteristics. Next, the digest looks at the causes of CA, which include low social self-esteem and ethnic/cultural divergence in communication norms, and then briefly discusses the emotional, educational, and social consequences of CA. Finally, the digest proposes ways that CA can be prevented or reduced, including a supportive classroom environment and a developmental sequence of oral activities, and teacher training in understanding the communication behaviors of students with CA. Twelve references are included. (HTH)

ED 284 276 CS 210 723
Staton, Jana
Dialogue Journals. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Reading Research, *Reading Writing Relationship, *Teacher Student Relationship, *Teaching Methods, *Writing Improvement, Writing Research, Writing Skills
Identifiers—*Dialogue Journals, ERIC Digests, *Journal Writing, Student Journals

Dialogue journals are recommended in this digest for teachers who want to involve every student in a literacy practice that unites reading and writing and encourages thinking and reflection. The digest first explains that dialogue journals are useful because they use writing as a genuine means of communication between student and teacher. Dialogue journals then are defined as bound composition books in which each student carries on a private conversation with the teacher for an extended time. The history of these journals, which were first developed by a sixth grade teacher in California, is detailed, and sample teacher-student exchanges are also provided. The digest next explicates some of the benefits of dialogue journals to students: (1) they create a one-to-one relationship between student and teacher in which both academic and personal concerns are discussed; (2) they provide opportunities to use newly acquired reading and writing skills; (3) they allow students to engage in reflection about experiences and to think about adult problems, choices, and ideas; (4) they give students a chance to engage in natural uses of different kinds of writing-narration, description, argumentation, even poetry; and (5) they let students read a personalized text, that is, the teacher's responses. Benefits of dialogue journals for young children, less proficient writers, and ESL students are also discussed, together with a brief justification for the time required for teachers to respond to each student. Twelve references are appended. (SKC)

ED 284 275 CS 210 722
Lazere, Donald
Critical Thinking in College English Studies. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Development, Cognitive Psychology, *College English, *Critical Thinking, Developmental Stages, Educational History, Educational Research, *Educational Theories, *Expository Writing, Freshman Composition, Higher Education, Interdisciplinary Approach, *Learning Strategies, Logical Thinking, Persuasive Discourse, Piagetian Theory, Teaching Methods, Theory Practice Relationship
Identifiers—Cultural Literacy, ERIC Digests

Noting that college-level critical thinking instruction is now an interdisciplinary movement coordinating such fields as English, rhetoric, philosophy, and developmental psychology, this digest surveys the history of critical thinking studies in these converging disciplines and argues that literature study preeminently encompasses the mental traits that comprise critical thinking. Following an introduction to the critical thinking movement, the digest assesses the impact of critical-thinking inflected developmental psychology on composition studies. The digest notes the increasing attention paid in composition textbooks and rhetorical theories to mental attitudes and emotional dispositions that foster or impede critical thinking and to the application of stage-developmental criteria of critical thinking (such as the progression from egocentricity to reciprocity and from conventional to autonomous thought, and the acquisition of the ability to reason back and forth between concrete and abstract, personal and impersonal, literal and hypothetical). The digest builds the case that literature study-because it relies on the capacities of criticism, dialogue, perception of multiple viewpoints, synthesis and reasoning-has always developed and facilitated the mental dispositions currently emphasized in critical thinking circles. Finally, to attest to the educational importance of humanistic letters, the digest cites research concluding that cognitive development requires a substantial body of specific knowledge and suggests that in this light critical thinking can rejuvenate the English profession. (Twenty references are included.) (JG)

ED 284 274 CS 210 721
Probst, R. E.
Transactional Theory in the Teaching of Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Critical Reading, *English Instruction, Higher Education, Individualized Reading, *Literature Appreciation, *Reader Response, *Reader Text Relationship, Reading Comprehension, Reading Research, Secondary Education, *Teaching Methods
Identifiers—ERIC Digests, *Transactional Theory

Intended for literature instructors, this digest explains the relationship of transactional theory (a reciprocal, mutually defining relationship between the reader and the literary text) to the teaching of literature. The importance of the reader's part in literature is first demonstrated, noting that attention must be paid to who the readers are, their expectations of the text, and the choices they make as they read. The digest next differentiates between the efferent stance, in which the reader is primarily concerned with what he or she will carry away as information from the text, and the aesthetic stance, in which the reader focuses primarily upon the experience lived through during the reading. The digest notes that efferent stance is appropriate when seeking information, while the aesthetic stance is useful when the reader wishes to experience the full emotional, aesthetic, and intellectual experiences afforded by the text. Uses of transactional theory in teaching are then discussed, emphasizing the following principles: (1) the "poem" is within the reader, (2) primary responses should be considered, (3) the classroom atmosphere should be cooperative, (4) the conception of literary knowledge will be expanded, and (5) transactional analysis is related to other literary studies. The most salient principles of instruction are also outlined, including: response; giving ideas time to crystallize; and opening up the discussion to the topics of self, text, and others. (SKC)

ED 284 273 CS 210 720
Dorney, Jacqueline M.
The Plain English Movement. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Consumer Protection, Educational Change, *English Instruction, Federal Legislation, *Language Styles, Language Usage, *Organizational Effectiveness, Readability, Writing for Publication, Writing Improvement, *Writing Skills
Identifiers—Doublespeak, ERIC Digests, Jargon, *Plain English Movement

Intended for administrators and policymakers as well as teachers, this digest examines the current state of the plain English movement, which is an effort to persuade government agencies, businesses, and professional organizations to write in clear, understandable English. After enumerating the benefits that the use of plain English can generate for both organizations and the general public, this digest outlines the plain English movement by (1) describing how the consumer movements in the 1960s influenced federal and state legislation to ensure readability of government and business documents; (2) examining how the plain English movement has affected education, and (3) discussing publications pertinent to the movement. Sixteen references are included. (NKA)

ED 284 272 CS 210 719
Battaglini, Dennis J. Schenkat, Randolph J.
Fostering Cognitive Development in College Students–The Perry and Toulmin Models. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0045
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Abstract Reasoning, Classroom Techniques, *Cognitive Development, Cognitive Style, College Faculty, College Students, *Conflict Resolution, *Educational Theories, Higher Education, *Models
Identifiers—ERIC Digests, *Perry Developmental Scheme, *Toulmins Model

Intended for college instructors interested in promoting and developing intellectual abilities in their students, this publication details the Perry and Toulmin models of cognitive development. The first section explains the Perry model of dualistic students, who are comfortable in a framework of absolute knowledge and unquestionable right and wrong answers, multiplistic students, who recognize multiple perspectives but are unable to evaluate and weigh them adequately, and relativistic students, who are comfortable questioning authority and see knowledge as relative to their own frames of reference. A second section suggests implications of this model for classroom instruction, followed by a section providing information on how to find out more about the Perry model. A fourth section looks at the Toulmin model of cognitive development, which is characterized by a six-step system of rational argumentation, and how the model may be applied in the classroom. A final section notes that relativistic students are, by definition, working within the Toulmin model, and suggests that academic study demands that students work on a relativistic level. (JC)

ED 283 533 IR 052 005
McLaughlin, Pamela W.
New Access Points to ERIC-CD-ROM Versions. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—May 87
Contract—400-85-0001
Note—4p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, NY 13244-2340.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, *Computer Software, Costs, *Databases, *Input Output Devices, *Optical Data Disks, Summative Evaluation
Identifiers—Bibliographic Data Bases, DIALOG OnDisc ERIC, *ERIC, ERIC Digests, OCLC Search CD450, SilverPlatter ERIC, Vendors

This digest reviews three CD-ROM (compact disc-read only memory) versions of the ERIC (Educational Resources Information Center) database currently being delivered or tested and provides information for comparison. However, no attempt is made to recommend any one product. The advantages and disadvantages of the acquisition of CD-ROM databases are discussed, and the vendor address as well as a description of the database scope and information on software capabilities, hardware requirements, and any notable features are provided for the following products: (1) DIALOG OnDisc ERIC, produced by DIALOG Information Services, Inc.; (2) OCLC Search CD450 for Education, produced by the Online Computer Library Center; and (3) SilverPlatter ERIC, produced by SilverPlatter Information, Inc. In addition, a table presents a comparison of the current disc contents, archival disc contents, hardware, CD drives, and prices of the three products. (KM)

ED 282 860 SP 028 898
So You Want To Be a Teacher. ERIC Digest 19.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-83-0022
Note—4p.
Pub Type— Guides - Non-Classroom (055) — Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Admission Criteria, Elementary Secondary Education, Higher Education, Preservice Teacher Education, State Standards, *Teacher Certification, Teacher Education Programs, *Teacher Salaries, *Teacher Supply and Demand, *Teaching (Occupation), *Teaching Conditions
Identifiers—ERIC Digests

This digest, addressed to prospective teachers, consists of questions and answers that provide information on such topics as teachers' responsibilities, how to become a teacher, teacher supply and demand, salaries, and working conditions. References are included. (JD)

ED 282 796 SO 018 090
Wojtan, Linda S.
Teaching about Japan. ERIC Digest No. 38.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 87
Contract—400-86-0020
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Area Studies, Curriculum Enrichment, *Educational Needs, Elementary Secondary Education, Foreign Countries, *International Studies, *Relevance (Education), *Teaching Methods
Identifiers—ERIC Digests, *Japan, *Pacific Rim

This is an age of ascendency of the Pacific Rim area, especially the Asian sector. Recent decades have seen unprecedented economic growth throughout this area. By examining Japan, the region's pre-eminent nation and harbinger of future developments, the larger topic of the Pacific Rim can be explored. It is particularly important to teach about Japan in U.S. schools because Japan and the United States are increasingly interdependent. Japan provides an example of modernization without excessive westernization but continues to be a misunderstood country. The study of Japan has an important multicultural dimension and multiple perspectives should be used at every level curriculum and in virtually all subjects. Useful strategies include: (1) requiring students to examine an issue from at least one other cultural perspective; (2) presenting an historical perspective whenever possible; (3) asking students to examine values implicit in certain practices of Japanese society; and (4) introducing the Japanese language. (BZ)

ED 282 776 SE 048 202
Blosser, Patricia E.
Science Misconceptions Research and Some Implications for the Teaching of Science to Elementary School Students. ERIC/SMEAC Science Education Digest No. 1, 1987.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0016
Note—4p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Restructuring, Cognitive Structures, Concept Formation, *Concept Teaching, Elementary Education, *Elementary School Science, Instructional Improvement, *Learning Theories, Literature Reviews, *Misconceptions, Science Education, *Science Instruction, Scientific Concepts, Teacher Education
Identifiers—ERIC Digests, *Science Education Research

This ERIC Digest describes the parameters of misconception research as it relates to the learning of science and highlights some of its implications for the teaching of science in the elementary school. The document reviews terminology associated with misconception research, identifies common characteristics of misconceptions, and specifies strategies and directions for teachers and teacher educators of elementary school science. (ML)

ED 282 352 EA 019 456
Scott, James
Teacher Tenure. ERIC Digest, Number Nineteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Board Administrator Relationship, Declining Enrollment, Elementary Secondary Education, Nontenured Faculty, *Probationary Period, Reduction in Force, Teacher Administrator Relationship, *Teacher Dismissal, Teacher Employment Benefits, *Teacher Rights, *Tenure, *Tenured Faculty
Identifiers—ERIC Digests

Teachers with tenure possess certain privileges. For instance, they are permitted a hearing before the school board when they are threatened with dismissal. The failure of tenured teachers to maintain standards must be proved by the administration. In the case of probationary teachers, the school board has almost unlimited power to renew or not to renew contracts. When dismissal is a matter of financial cutbacks, school boards have more freedom. For example, tenured teachers may be let go if a plethora of instructors teach the same subject, while probationary teachers may be retained if there are few instructors teaching their subject. To maintain an effective tenure policy, administrators and school boards should establish definite standards for probationary teachers; administrators should present a tenured teacher's failings to the school board; and, finally, the school board, teachers, and administrators need to deal fairly with reductions in force. (RG)

ED 282 351 EA 019 455
Scott, James
Day Care in Schools. ERIC Digest, Number Eighteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—After School Programs, *Day Care, *Day Care Centers, Elementary Secondary Education, Employed Parents, Latchkey Children, Legal Responsibility, *School Age Day Care, *School Responsibility
Identifiers—ERIC Digests

Due to the number of children who are left unsupervised after school, schools are becoming involved in day care. A school may allow a day care center to function on its premises, form a partnership with another organization to run a day care center jointly, or run a day care program by itself. Although principals, teachers, or parents may instigate the involvement of schools in day care, the cooperation and support of all three groups is essential. Among the benefits of such a program are cost effectiveness and convenience. Legally, if the school provides only the facilities for day care, it is liable for the maintenance of those facilities. However, if the school is in charge of the entire operation, it is responsible for everything that happens on the premises. (RG)

ED 282 350 EA 019 454
Scott, James
Choice in the Public Schools. ERIC Digest, Number Seventeen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Vouchers, Elementary Secondary Education, *Magnet Schools, *Open Enrollment, Parent Rights, Parent School Relationship, Private Schools, *Public Schools, *School Choice
Identifiers—ERIC Digests, *Minneapolis Public Schools MN, *Work Based Attendance (School Choice)

The three principal choices in primary and secondary education include home schooling, attendance at private schools, and attendance at public schools nearest the home. However, parents feel that more options are necessary, due to the inadequacy of particular public schools or the need for educational programs not offered in public schools. Thus, educators have proposed other programs, such as magnet schools, work-based attendance, and voucher systems. But magnet schools and work-based attendance provide little choice, and some educators fear that voucher systems would result in instability. Another schooling option is the open enrollment policy of the Minneapolis Public Schools, which offers a wide array of programs. This policy is most effective in a district with a large population. (RG)

ED 282 349 EA 019 453
Scott, James
Communicable Diseases in the Schools. ERIC Digest, Number Sixteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—OERI-R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Responsibility, *Communicable Diseases, Disease Control, Elementary Secondary Education, *Legal Responsibility, Public Health
Identifiers—*Acquired Immune Deficiency Syndrome, Education for All Handicapped Children Act, ERIC Digests

Parents fear the possible exposure of their children to Acquired Immune Deficiency Syndrome (AIDS) and herpes in the classroom. Yet infected children cannot simply be kept out of school; under the Education for All Handicapped Children Act, "handicapped" children must be accorded the same educational opportunities, in the same environment.

as those provided to those who are not handicapped. Further, administrators can be sued both for excluding infected children from the classroom and for keeping them in school. Certain procedures should be followed when dealing with afflicted students. The tentative guidelines include a decision by health personnel, school personnel, and parents regarding the issue of whether the student should remain in school, and, if not, the child should receive an alternative education from school volunteers. Finally, sanitary measures should be taken to prevent the spread of communicable diseases in the classroom. (RG)

ED 282 348 EA 019 452
Nelson, Erik
Home Schooling. ERIC Digest, Number Fifteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—R-86-0003
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Civil Liberties, Compulsory Education, Elementary Secondary Education, Home Programs, *Home Schooling, *Nontraditional Education, Parent School Relationship, *Private Education, *School Attendance Legislation, School Law
Identifiers—ERIC Digests

The prevalence of home schooling is increasing. Parents educate their children at home for the sake of security, morality, and educational quality. Not only does home schooling offer the advantages of closeness and security, but advocates also assert that education in the home results in greater reading proficiency. On the other hand, antagonists point out the lack of opportunity for socialization in home education and the inability of parents to cover all academic areas. Administrators who oppose home schooling also fear a decrease in state aid because of a drop in enrollment. But administrators are advised not to prosecute home schooling families. Instead, districts and home schooling families need to cooperate. (RG)

ED 282 347 EA 019 451
Nelson, Erik
Dropout Prevention. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Fourteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—85
Contract—400-83-0013
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Persistence, *Dropout Prevention, Dropout Rate, *Dropout Research, *Dropouts, High Schools, Program Descriptions, Rehabilitation, *School Holding Power, *Student Attrition, *Withdrawal (Education)
Identifiers—ERIC Digests, Experimental Program for Orientation CO

High school dropouts are usually academic underachievers who adjust to social environments with difficulty. When they leave school, they develop even greater behavior problems and have more trouble getting employment than do high school graduates. To prevent dropouts, schools try to find funds for dropout prevention programs, work with agencies and organizations to guide teachers and students, and prepare dropout research. The Experimental Program for Orientation (EXPO) of Colorado achieved success by recognizing and working with eighth-grade students who were potential dropouts. This accomplishment is evidenced by increased grade point averages and only one dropout. (RG)

ED 282 346 EA 019 450
Nelson, Erik
School Consolidation. ERIC Digest, Number Thirteen.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—85
Contract—400-83-0013
Note—4p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Consolidated Schools, Cost Effectiveness, Educational Economics, Elementary Secondary Education, Enrollment, School Community Relationship, *School District Reorganization, *School District Size, School Funds, *School Size, School Zoning
Identifiers—ERIC Digests

Because larger schools offer advantages such as a greater variety of activities, economic efficiency, and a sense of identity in the community, schools are often combined. Beyond these positive effects, however, school consolidation has some negative aspects. These liabilities include less human contact, less input from teachers in decision-making, and fewer opportunities for change. Moreover, when a school is the only source of community services, its closure has a devastating impact after consolidation. Thus, the welfare of the community should be considered before making the decision to consolidate. (RG)

ED 282 095 CE 047 363
Naylor, Michele
Articulation between Secondary or Postsecondary Vocational Education Programs and Proprietary Schools. Overview. ERIC Digest No. 64.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College Credits, Community Colleges, Postsecondary Education, Program Descriptions, Program Development, *Proprietary Schools, *Public Colleges, Secondary Education, *Transfer Policy, *Vocational Education, Vocational Schools
Identifiers—ERIC Digests

Although the benefits of articulation between secondary and postsecondary vocational programs are clear, progress in articulation between proprietary schools and secondary and/or postsecondary programs has been slow. The fundamental barrier to articulation between proprietary schools and postsecondary vocational education programs is faculty reluctance to be associated with a school that aims to make a profit. Besides faculty reluctance, the following present major barriers to articulation: communication breakdown, lack of enthusiasm, inability to sell the concept at the top level, leadership, staff elitism, and reluctance to change curriculum. Strategies for overcoming these barriers include arranging regularly scheduled meetings in the various schools, publishing a newsletter on the articulation effort, establishing an inservice meeting to disseminate information about the articulation effort, focusing on "students first," bringing in consultants, involving top personnel in planning, having representatives from both institutions on committees, and redesigning curricula at both schools. Three types of articulation are (1) private occupational schools that accept secondary vocational program graduates into their educational offerings, (2) cooperation between two or more proprietary schools, and (3) arrangements whereby graduates of proprietary schools are accepted into and continue their education at a community college or four-year school. This last type, transfer of credit, is the most common and is used in a variety of places. (KC)

ED 282 094 CE 047 362
Naylor, Michele
Reducing the Dropout Rate through Career and Vocational Education. Overview. ERIC Digest No. 63.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Dropout Prevention, Dropout Programs, *Dropout Research, Dropouts, Educational Improvement, *Program Effectiveness, *Program Improvement, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Students drop out of school because of a variety of family, economic, and racial factors that can be categorized as either alienation, lack of motivation, or disadvantage. The key to reducing the dropout rate is helping youth to overcome their sense of disconnection. Students with low motivation to attend school have shown improvement in school attendance and retention after participating in career education. However, casual vocational exploration is not enough; major concentration in a vocational program is more helpful in student retention. The vocational experiences that are most closely related to reducing the dropout rate include the following: (1) more systematic and intense efforts to identify and help potential dropouts before or at entry into vocational programs; (2) program activities to enhance school climate and reduce absenteeism, class-cutting, and drug and alcohol abuse; (3) activities to enhance parents' support; (4) more career exploration prior to high school; (5) improvement of transitions through a vocational program to direct dropout-prone students to job-specific skill training courses; (6) linking work-study experiences with students' programs and objectives; (7) alignment of work-study programs to students' overall school plans and goals; and (8) activities to increase dropout-prone students' participation in vocational programs and to enhance linkages between these programs and other school experiences. Examples of successful programs are given. (KC)

ED 282 093 CE 047 361
Kerka, Sandra
Parents' Role in Transition for Handicapped Youth. Overview. ERIC Digest No. 62.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Career Exploration, *Daily Living Skills, *Disabilities, *Education Work Relationship, Individualized Education Programs, *Job Search Methods, Parent Influence, *Parent Role, Secondary Education, Skill Development
Identifiers—ERIC Digests

Parents have a major influence on their children's attitudes toward work and life. Handicapped youth, who have more difficulty than other youth in making the transition from school to work and adult life, have a special need for parental guidance. Parents can play key roles in transition, especially in the areas of career exploration, job search and survival, independent living skills, and collaboration with educators and other service providers. Parents can share some career exploration activities, such as identifying famous people who have achieved success despite their disabilities, learning about work site modification, and taking the adolescent to various businesses and pointing out the different jobs and their duties. In the area of job search and survival, parents can demonstrate the techniques of finding job leads, assist in the preparation of a resume, practice interviewing, and help develop good work habits. Parents can identify those independent living skills already gained as well as those that need to be developed in the areas of transportation, housing and home management, financial management, decision making, and interpersonal skills. Finally, parents can collaborate with educators in developing the student's Individualized Education Program and monitoring their child's progress in following it. In all of these transition areas, parents are important role models. Their children form opinions about the value of work, different careers, and self-worth from what they observe their parents saying and doing. The example parents present their children may be their most important role in the transition process. (KC)

ED 282 092 CE 047 360
Naylor, Michele
Effective and Ethical Recruitment of Vocational Education Students. Overview. ERIC Digest No. 61.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Ethics, *Marketing, Program Development, Secondary Education, *Student Recruitment, *Vocational Education, *Vocational Schools
Identifiers—ERIC Digests

Vocational education has suffered enrollment problems simply because there are fewer students today than a few years ago. Other factors that have hurt vocational enrollments include recent efforts to increase the number of academic credits required for graduation, and in the case of area vocational-technical schools, negative attitudes toward vocational education on the part of sending school personnel. As a result, vocational educators must either reassess their existing marketing and recruitment strategies or develop such programs. Educational marketing and recruitment campaigns must not, however, be developed without a strong concern for the ethicality of all strategies used. Perhaps the easiest way to define ethical recruitment is to begin by examining what is unethical. Some college tactics that either approach or go beyond ethical bounds include gimmickry, deception, payment for enrollees, no-need scholarships, early deadlines, and overadmission. The key to successful recruiting is to strike a balance between vocational education's special service orientation and the need to address the problem of declining enrollments in an effective manner. Based on recruitment strategies found in Pennsylvania and Florida vocational education programs, the following principles of sound marketing are recommended: (1) research the market; (2) be visible; (3) be thorough; (4) be aggressive; (5) meet the competition head on; and (6) practice the fundamentals of good marketing. (KC)

ED 282 091 CE 047 359
Ament, Rebecca R.
Collaboration in Adult Education. Overview. ERIC Digest No. 60.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-84-0011
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Agency Cooperation, Consortia, Cooperative Planning, *Cooperative Programs, *Educational Cooperation, Educational Planning, *Institutional Cooperation, Postsecondary Education, *Program Development, *School Business Relationship
Identifiers—ERIC Digests

Current issues are complex and funding is difficult to obtain as adult education providers try to meet the needs of the community, business, and industry; therefore, collaboration can be very advantageous. Information, ideas, and resources can be pooled, and duplication and harmful competition can be avoided. Four factors that are important for successful relationships are reciprocity in giving and receiving resources, system openness, trust and commitment, and flexible structure. Administrators who can identify bargaining power in their resources and who can recognize needed resources contributed by outsiders, who are willing to serve on outside committees, who have skills in human relations, and who are attentive to the details of planning and organization contribute to collaborative relationships. Several authors have suggested the following strategies for developing productive collaborative relationships: (1) identify and clearly state specific purposes for desiring a collaborative relationship; (2) develop objective criteria for selecting partners; (3) locate possible partners; (4) negotiate specific written agreements; (5) consider all ideas so that final decisions will be fully supported; (6) determine communication mechanisms and use them frequently; (7) establish monitoring and evaluation procedures to correct problems; and (8) familiarize the staff of the participating organizations with the agreements. Some of the common types of collaborative arrangements in adult education are with business and industry, professional groups, and community economic development programs. (KC)

ED 281 610 PS 016 380
Oden, Sherri
The Development of Social Competence in Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—OERI-400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attachment Behavior, Cognitive Development, Elementary Education, Elementary School Students, *Infants, *Interpersonal Competence, Parent Child Relationship, Peer Relationship, *Social Cognition, *Socialization, *Toddlers, Young Children
Identifiers—ERIC Digests

Research on the development of social competence in children is reviewed in this ERIC digest. The focus is on the social development of infants and toddlers which takes place in the family, in peer groups, and in preschool. The importance of infant bonding with at least one particular adult, socialization of the developming child within the family context, and the contribution of peer relationships to social development are discussed. Also considered are factors which limit children's social development, peer relationships in elementary school and the long-term benefits of positive peer interactions, and societal factors which influence children's social development. (RH)

ED 281 608 PS 016 305
Eheart, Brenda Krause
Training Day Care Providers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Certification, *Child Caregivers, Credentials, *Day Care Centers, Early Childhood Education, *Family Day Care, *Preschool Teachers, Public Schools, *Staff Development, Teaching Methods, *Training
Identifiers—ERIC Digests, *Professionalism

The training of child caregivers is a key factor in the provision of quality day care for young children. However, little is known about what types of training for day care providers are most effective in promoting children's development. Several issues related to training and credentialing need to be addressed: (1) Do day care home providers need the same training as center-based caregivers? (2) Should the training of prekindergarten teachers differ from that of center- or home-based caregivers and, if so, how? (3) Do teachers of 4-year-olds in the public schools need four years of college training or is a degree from a child care training program in a community college adequate preparation? and (4) Should uniform, enforceable regulations be established for credentialing of child caregivers/prekindergarten teachers? Closely tied to credentialing issues is the question of whether preschoolers should be taught using a didactic, teacher-directed approach or a child-centered approach. (NH)

ED 281 607 PS 016 304
Hills, Tynette Wilson
Screening for School Entry.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—87
Contract—400-86-0023
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Early Childhood Education, Identification, Kindergarten, *School Entrance Age, *School Readiness Tests, *Screening Tests, *Testing Problems, Test Validity, *Young Children
Identifiers—ERIC Digests, *Screening Procedures

Screening programs are now widely used with children who are age-eligible for school entry. Screening is used to identify children who may be at risk of future difficulty in school (e.g., inability to meet academic expectations) and those who may have special needs in learning (e.g., extraordinary abilities and talents or handicapping conditions). Because screening is intended for all the children, screening measures should be inexpensive, brief, simple to administer, and easy to interpret. Screening alone is not sufficient for decisions about a child's placement or kind of instruction, and further assessment is necessary. Screening practices vary greatly, and important issues concerning screening at school entry are: (1) Should young children's behavior be measured? (2) Is screening harmful? (3) Is screening valid? (4) What should screening measure or observe-readiness or development? (5) How should children's abilities be measured? and (6) How should screening information be used? To insure that all children needing special programs are identified, educators should clarify the purpose of screening, keep informed about research on screening tools, and adopt procedures that screen for current levels of functioning in a broad range of domains. Children should be rescreened periodically and assessed diagnostically to confirm their needs. (NH)

ED 281 504 IR 012 621
Reeves, Thomas C.
Computer-Assisted Instruction: Authoring Languages. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-85-0001
Note—4p.
Available from—ERIC/IR Clearinghouse, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Authoring Aids (Programing), *Computer Assisted Instruction, Costs, Instructional Development, *Programing Languages
Identifiers—ERIC Digests, Transportability

One of the most perplexing tasks in producing computer-assisted instruction (CAI) is the authoring process. Authoring is generally defined as the process of turning the flowcharts, control algorithms, format sheets, and other documentation of a CAI program's design into computer code that will operationalize the simulation on the delivery system. Used in this sense, authoring is essentially a euphemism for programming or coding. The principle alternatives for the authoring process are a programming language (e.g., BASIC, Pascal, or C); an authoring language (e.g., PILOT-Plus, Coursewriter, or TUTOR); or an authoring system (e.g., QUEST, IMSATT, or TICCIT). Programming languages should not be considered for authoring complex CAI unless the development team includes professional systems level programmers. At their current stage of development, authoring systems must be scrutinized with care before use. Authoring languages afford the best compromise between the flexibility of programming languages and the ease-of-use of authoring systems. Specific advantages and disadvantages of each of these alternatives are outlined, and transportability and cost are identified as important issues regardless of which approach is selected. A series of steps to be followed when considering adoption of a CAI authoring approach is provided. (MES)

ED 281 366 FL 016 643

Peyton, Joy Kreeft

Dialogue Journal Writing with Limited-English-Proficient (LEP) Students. Q & A.

California Univ., Los Angeles. Center for Language Education and Research.; ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Apr 87

Contract—400-86-0019

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Class Activities, *Classroom Communication, Classroom Techniques, Communicative Competence (Languages), *Dialogs (Language), Elementary Secondary Education, *English (Second Language), *Interpersonal Communication, Learning Activities, *Limited English Speaking, *Teacher Student Relationship, Writing Skills

Identifiers—*Dialogue Journals

A dialogue journal is a written conversation in which a student and teacher communicate regularly over a period of a semester or a school year. The student may write as much as he chooses on any topic, and the teacher responds, introduces new topics, offers observations, clarifies, and asks and answers questions. Teachers use dialogue journals to extend contact time with individual students, expand student participation, gain feedback about classroom issues, and promote language acquisition and writing development. Considerable teacher time is required to read and respond to student entries, but teachers have found ways to make the task manageable and productive. The journals can be used with all students, both native and non-native English-speakers, at differing levels of confidence and skills. Less literate students can begin by drawing pictures, and teachers can respond initially with pictures and a few words. Each student should have a bound and easily portable notebook used only for this purpose. The writing must be done regularly, in or out of class, with the frequency determined by the student's and teacher's needs. Initially, the teacher may determine a minimum entry and should ensure confidentiality. Both teacher and student should be expected to be good conversationalists and interesting writers and to enjoy the task. (MSE)

ED 280 648 RC 016 158

Quezada-Aragon, Manuela L., Comp.

A Directory of Organizations and Programs in Mexican American Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—NIE-400-83-0023

Note—6p.

Pub Type— Reference Materials - Directories/Catalogs (132) — ERIC Information Analysis-Products (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bilingual Education, *College Programs, Engineering Education, Fine Arts, Higher Education, Legal Aid, Mathematics Education, Mental Health, *Mexican American Education, *Mexican Americans, Migrant Education, Multicultural Education, *National Programs, *Organizations (Groups), Program Descriptions, Science Education, Secondary Education, Spanish Speaking, Womens Studies

The directory cites 40 organizations or programs related to Mexican American education. Entries are based on responses to surveys conducted in the fall of 1985 and spring of 1986. The entries are listed alphabetically by state within national, state, and university categories. Each entry includes a brief description of the organization/program function, appropriate acronym, address, telephone number, and contact person. A program description and listing of the eight current bilingual education multifunctional support/resource centers concludes the directory. Services and issues of concern to the listed organizations include migrant teacher aide recruitment, information need of the Spanish-speaking populationl legal aid, social policies and practices affecting Hispanics, women's studies, mental health, ethnic studies, Hispanic arts, mathematics/engineering/scientific education, higher education, bilingual/multicultural education, and Chicano Studies. (LFL)

ED 279 995 CG 019 804

Bolton-Brownlee, Ann

Issues in Multicultural Counseling. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—87

Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Client Characteristics (Human Services), *Counselor Attitudes, *Counselor Characteristics, Counselor Client Relationship, *Cultural Influences, Cultural Pluralism, *Ethnic Stereotypes, *Individual Differences

Identifiers—ERIC Digests, *Multicultural Counseling

This fact sheet examines the impact of cultural diversity in the United States on the counseling profession. Three major difficulties for multicultural counseling created by this diversity are considered: (1) the counselor's own culture, attitudes, and theoretical perspective; (2) the client's culture; and (3) the multiplicity of variables comprising an individual's identity. Thirteen documents are cited. (NB)

ED 279 994 CG 019 803

Wilson, Thomas C.

Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—87

Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Coping, *Counseling Services, *Counselor Role, *Crisis Intervention, Death, *Disease Control, Health Education, Public Health, Social Support Groups

Identifiers—*Acquired Immune Deficiency Syndrome, ERIC Digests

This fact sheet considers the counselor's role in dealing with Acquired Immune Deficiency Syndrome (AIDS). Three counselor roles are examined: (1) direct counseling for those affected by AIDS; (2) coordination of support systems for victims of AIDS; and (3) education. Seven recommendations for health professionals dealing with AIDS patients are listed. Eleven resource documents and two organizations are listed. (NB)

ED 279 993 CG 019 802

Libert, Anne Blanford

Elderly Parents and Adult Children as Caregivers. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—86

Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Aging (Individuals), Divorce, Employed Women, Family Role, *Helping Relationship, *Older Adults, *Parent Child Relationship, *Stress Variables

Identifiers—*Adult Children, *Caregivers, ERIC Digests

This digest presents a contemporary description of the American elderly and adult children's caregiving to their parents. It includes a profile of the American elderly, a description of caregiving tasks performed by their adult children; and the impact of longer life expectancy, divorce rates, and employed daughters on caregiving. Caregiver strain and relief are discussed. A population chart and nine references are provided. (NB)

ED 279 992 CG 019 801

Beekman, Nancy

Helping Children Cope with Divorce: The School Counselor's Role. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—86

Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adolescents, Age Differences, *Children, *Coping, *Counselor Role, Counselor Teacher Cooperation, *Divorce, Elementary Secondary Education, Emotional Response, Group Counseling, Individual Counseling, *School Counselors, School Role

Identifiers—ERIC Digests

This fact sheet examines age differences in children's reactions to parental divorce, in-school reactions, and the school role in helping these children cope. The school counselor's role is examined in working with school administrators, teachers, parents, and children. Individual and group counseling with children are discussed. Ten suggestions are given for school personnel who work with children of divorce. Ten resource documents are listed. (NB)

ED 279 991 CG 019 800

Herbert, Deborah

Career Guidance, Families and School Counselors. Highlights: An ERIC/CAPS Digest.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.

Pub Date—86

Contract—400-86-0014

Note—3p.

Available from—ERIC/CAPS, University of Michigan, School of Education, Room 2108, 610 East University Street, Ann Arbor, MI 48109-1259 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adolescents, Career Development, *Career Guidance, Children, Counselor Role, Decision Making, Elementary Secondary Education, *Family Influence, *Family School Relationship, Parent Influence, *School Counselors

Identifiers—ERIC Digests

The need for a collaborative effort between school and family in the area of career guidance is considered in this digest. Issues relevant to this effort are discussed, including family determinants of children's career development, stages of children's career development, counselor guidelines for starting parent programs, and counselor interventions to utilize family influence. Thirteen resource documents are listed. (NB)

ED 279 646 SP 028 648

Successful ERIC Searching for HPRD Professionals and Students. ERIC Digest 18.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—87

Contract—400-83-0022

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Dance, *Educational Resources, *Health Education, *Information Retrieval, Information Sources, *Physical Education, *Recreation, Reference Materials

BEST COPY AVAILABLE

Identifiers—*ERIC, ERIC Digests

The Educational Resources Information Center (ERIC) offers Health, Physical Education, Recreation and Dance (HPRD) faculty and students access to the largest collection of educational literature available today. This digest discusses how to assess ERIC, the importance of the Thesaurus of ERIC Descriptors, and how to use Thesaurus descriptors, and lists HPRD descriptors from the Thesaurus under the following headings: (1) athletics; (2) dance; (3) health; (4) physical education; (5) recreation; and (6) sports/activities. (JD)

ED 279 644 SP 028 641
Barrett, Joan
Drug Abuse: Prevention Strategies for Schools. ERIC Digest 17.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Drug Abuse, Drug Education, Elementary Secondary Education, Information Dissemination, Peer Influence, *Prevention, Program Effectiveness, *School Role, Teacher Role
Identifiers—ERIC Digests

Efforts to fight drug abuse must occur in the schools, as well as in homes and the community, since schools provide one major influence in transmitting values, standards, and information to children. This digest discusses the extent of drug abuse amon [illegible] why drug abuse occurs, the effects of dru [illegible] at schools can do to combat the proble [illegible] mising prevention programs, what [illegible] rincipals can do, and future needs. (J [illegible]

E[illegible]3 SP 028 640
AI[illegible]. Are Children at Risk? ERIC Digest 16.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communicable Diseases, Disease Incidence, Elementary Secondary Education, Information Dissemination, Prevention, *School Policy, *School Role, Sex Education
Identifiers—ERIC Digests

Lack of knowledge and misinformation about Acquired Immune Deficiency Syndrome (AIDS), a fatal disease with no cure or vaccine, has caused widespread public concern. Education is an effective way to reduce fears and prevent the spread of the disease. Public school personnel must have accurate information about AIDS in order to make suitable responses and decisions. This digest offers a question-answer sequence that defines AIDS and discusses the cause, prevalence, and transmission of the disease as well as preventive measures, implications for the classroom teacher, and policies regarding children with AIDS and public school attendance. (JD)

ED 279 642 SP 028 639
Ducharme, Edward R.
Teacher Educators: What Do We Know? ERIC Digest 15.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, Higher Education, Preservice Teacher Education, Research Needs, *Schools of Education, Specialist in Education Degrees, Teacher Educator Education, *Teacher Educators
Identifiers—ERIC Digests

Little is known about "teacher educators," the higher education faculty responsible for teacher preparation. Reasons include the lack of a definition and consequent difficulty in identifying the population, scarcity of research on teacher educators specifically, and inclusion of teacher educators in research on the education professoriate generally. This digest describes the definitional problem, summarizes information from education professoriate research, and suggests needed research. (AA)

ED 279 634 SP 028 625
Misassignment of Teachers in the Public Schools. ERIC Digest 14.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, Elementary Secondary Education, *Public School Teachers, *Teacher Distribution, Teacher Effectiveness, *Teacher Placement, *Teacher Qualifications, Teacher Shortage
Identifiers—ERIC Digests, *Teacher Misassignment

Public criticism of the quality of teaching in the schools has put pressure on teacher education programs to improve curriculum. The problem of quality instruction, however, may rest to a large extent with administrators who assign teachers inappropriately in the schools and with state education agencies that sanction the practice. One estimate is that more than 200,000 teachers in the United States are assigned to teach subjects and grade levels outside their areas of certification. This digest discusses why administrators misassign staff, the extent of misassignment, where misassignment occurs, results of misassignment, and who is responsible for misassignment. (Eight references are included.) (JD)

ED 279 483 RC 016 159
Quezada-Aragon, Manuela L., Comp.
A Directory of Organizations and Programs in Migrant Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—86
Contract—400-83-0023
Note—12p.
Pub Type— Reference Materials - Directories/Catalogs (132) — ERIC Information Analysis-Products (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Programs, Elementary Secondary Education, Higher Education, *High School Equivalency Programs, Information Sources, *Migrant Education, *Migrant Programs, National Programs, *Organizations (Groups), Program Descriptions, *Resource Centers, State Officials, State Programs
Identifiers—*College Assistance Migrant Program, *Portable Assisted Study Sequence Program

Organizations and programs related to migrant education are cited in this directory containing entries based on responses received through mail and telephone surveys. Entries are listed alphabetically by state within the following categories: national activities (7 entries), migrant education resource centers (8), Section 143 migrant education projects (18), High School Equivalency Programs (23), College Assistance Migrant Programs (7), and Portable Assisted Study Sequence Programs (29). Listings include addresses and phone numbers, contact persons, and brief descriptions highlighting program purposes and activities. A listing of current Chapter 1 migrant education program state directors concludes the directory. (JHZ)

ED 279 206 FL 016 522
Dale, Terry Corasaniti
Limited-English-Proficient Students in the Schools: Helping the Newcomer. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Advising, Counseling Services, Cultural Awareness, Elementary Secondary Education, Helping Relationship, Information Dissemination, *Limited English Speaking, Organizational Communication, Parent Participation, Peer Relationship, Public Schools, *Pupil Personnel Services, Scheduling, *School Orientation, *School Role, *Social Support Groups, Student Needs, Student Placement, Student School Relationship, Translation
Identifiers—ERIC Digests

Limited-English-proficient (LEP) students and their parents need a network of support to familiarize themselves with school routines, so they may understand and comply with school rules and regulations, take advantage of many school-related services, and successfully follow their course of study. Administrators can help by ensuring that information about new LEP students is available to school personnel, parents, and students. This includes having names of interpreters who can be called on and making available to teachers a list of LEP students and their backgrounds. The most important and challenging task for staff is finding ways to integrate LEP students into academic activities. This requires time and resources, and could include assessing students' level of academic skills in their native language, assessing English proficiency, scheduling intensive English instruction, and conducting regular discussion sessions with school staff and resource people about the students' languages, cultures, and school systems. Students can help by participating in a buddy system pairing an LEP student with either a native English-speaking peer or a student who speaks his own native language. Administrators and teachers should also encourage LEP students and their parents to participate in social and academic activities, particularly to teach about or celebrate their native cultures. (MSE)

ED 279 205 FL 016 521
Simich-Dudgeon, Carmen
Parent Involvement and the Education of Limited-English-Proficient Students. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Cooperation, Educational Research, Elementary Education, Family Involvement, High Schools, High School Students, *Limited English Speaking, Parent Influence, *Parent Participation, *Parent Role, *Parent School Relationship, *Program Development, *Program Effectiveness, Public Schools, School Districts
Identifiers—ERIC Digests

Over the last two decades, there has been a growing body of research evidence suggesting important benefits to be gained by elementary-age schoolchildren when their parents provide support, encouragement, and direct instruction in the home and school and maintain good communication with the school and related organizations. Involvement is often a new concept to limited-English-proficient (LEP) parents, sometimes interpreted as interference, and may be limited by language proficiency. However, parent-school collaboration at home can be encouraged, and bilingual community liaisons may help bridge cultural and language differences between school and home. Such a program was conducted by the Trinity-Arlington Teacher and Parent Training for School Success Project, using home lessons from the Vocationally-Oriented Bilingual Curriculum (VOBC). Research in both English-proficient and LEP populations shows that parent involvement at home can be highly successful in improving parent knowledge to assist children in improving their attendance and behavior, as well as achievement levels. Development of parent involvement programs should begin with the training of school personnel in establishing home-school collaboration with LEP parents', the effort should also include a member of the parents' language community who can serve as the bilingual community liaison. (MSE)

ED 278 658 SP 028 569
Barrett, Joan
Evaluation of Student Teachers. ERIC Digest 13.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Evaluation Criteria, *Evaluation Methods, *Evaluators, Higher Education, Preservice Teacher Education, *Student Teacher Evaluation, Student Teaching
Identifiers—ERIC Digests

Public criticism of teachers has put pressure on teacher educators to prepare their students better. Any process to strengthen teacher education programs must include a careful study of student teaching since it is usually the final education course taken by students and the most influential field experience in a teacher education program. Many teacher education programs use student teaching as the primary exit evaluation of student competencies. Yet factors such as questionable measurement instruments and untrained evaluators prevent effective evaluation. This digest discusses the purpose of student teacher evaluation, criteria, measurement tools, evaluators, and elements of success. (JD)

ED 278 657 SP 028 568
Barrett, Joan
The Evaluation of Teachers. ERIC Digest 12.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, Interviews, Minimum Competency Testing, Peer Evaluation, Self Evaluation (Individuals), Student Evaluation of Teacher Performance, *Teacher Evaluation
Identifiers—ERIC Digests

The public views teacher evaluation as a major problem in the school system today. State legislatures, aware of the concern, want to mandate more effective evaluation. Common methods for evaluating teachers have been ineffective, such as measurement tests of teacher characteristics, student achievement test scores, and rating of teachers' classroom performance. Some research has been done to improve the evaluation process, but teacher assessment, in general, remains unorganized. This digest provides information about evaluation types, criteria, methods, procedure, and successful evaluation strategies. (JD)

ED 278 602 SO 017 888
Merryfield, Merry M.
Teaching about Africa. ERIC Digest No. 36.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0020
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*African Culture, Concept Teaching, Course Content, Educational Resources, Elementary Secondary Education, Foreign Countries, Geography, *Global Approach, History, Instructional Materials, Learning Activities, *Social Studies, Teaching Methods
Identifiers—*Africa, ERIC Digests

Recognizing the need to strengthen education about Africa in United States schools and to enable teachers to present complex issues about apartheid, political stability, and cultural conflict, this digest addresses the issue of how teachers can improve their teaching about Africa. The article poses 3 questions: (1) Why is it important to teach about Africa? (2) Where does Africa belong in the curriculum? and (3) What strategies can be used to teach about Africa? Included is a bibliography of resources. (KWL)

ED 278 417 IR 051 778
Tucker, Susan
Electronic Networking. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-85-0001
Note—6p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— Guides - General (050) — ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Check Lists, Computer Software, Computer Uses in Education, *Databases, *Electronic Mail, *Information Networks, Input Output Devices, *Microcomputers, *Online Systems, Online Vendors, Systems Analysis, *Teleconferencing
Identifiers—ERIC Digests, User Groups

This digest discusses several aspects of electronic networking, including network functions, implementation, and applications in education. Electronic networking is defined as including the four basic services of electronic mail (E-mail), electronic "bulletin boards," teleconferencing, and online databases, and an overview of these four functions includes discussions of specific E-mail network providers, databases, and database vendors. Information designed to provide guidance in choosing an appropriate system is also given, including a checklist of electronic networking features and a discussion of hardware and software selection considerations. In addition, listings and descriptions are provided for educational networks, user groups and bulletin board updates, networking associations, and networking periodicals and books. Ten references are included. (KM)

ED 278 416 IR 051 777
Machovec, George S.
Administrative Issues in Planning a Library End User Searching Program. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Journal Articles (080) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Budgeting, Computer Software, Evaluation, *Library Administration, *Library Automation, *Library Planning, Microcomputers, Needs Assessment, *Online Searching, Online Vendors, Policy, Position Papers, *Program Development, Publicity, Training, *Users (Information)
Identifiers—ERIC Digests

This digest presents a reprint of an article which examines management principles that should be considered when implementing library end user searching programs. A brief discussion of specific implementation issues includes needs assessment, hardware, software, training, budgeting, what systems to offer, publicity and marketing, policies and procedures, and evaluation. It is concluded that end user searching represents an important step in allowing patrons to be self-sufficient in meeting their information needs and that libraries need to participate in this phase of the information-gathering process or face the possibility of a reduced role in the future. References are provided. (KM)

ED 278 381 IR 012 515
Manning, Ric
Plugging in to Computer Bulletin Boards. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bulletin Boards, *Communications, Computer Software, *Electronic Mail, *Microcomputers
Identifiers—Disk Drives, ERIC Digests, *Modems

As computers become an increasingly common appliance, groups and individuals whose interests extend beyond computers have found computer bulletin board systems (BBS) to be efficient communication devices. A BBS is a modem-equipped computer that can communicate with other modem-equipped computers over ordinary telephone lines. A modem translates computer text and numeric data into an audio signal that can be passed back and forth; the BBS software tells the computer how to act as a host for other computers that dial in. Use of the BBS varies extensively from "underground" boards to businesses using them to communicate with employees, to investment groups swapping ideas, to churches using them as outreach tools, and to schools, which are especially interested in their use. One example is the Brooklyn Math and Science Research Academy in New York, where students use the BBS for math/science competitions, trading tips on research projects, and finding a tutor from a database of volunteers. Although time consuming, it is not difficult to install a BBS. All that is needed is a computer, an auto-answer modem, two disk drives or a hard disk for data storage, a phone line dedicated solely to the BBS, and BBS software. Once the BBS is open, a system operator should be alert for any special problems associated with high-tech vandalism. (DJR)

ED 278 380 IR 012 514
Hicks, Ellen Cochran
Museums and Schools as Partners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Sep 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, Syracuse University, 030 Huntington Hall, Syracuse, NY 13244-2340 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cooperative Planning, *Curriculum Enrichment, Educational Resources, Elementary Secondary Education, Exhibits, *Field Trips, *Learning Activities, Lifelong Learning, *Museums, Realia, *Teacher Role
Identifiers—ERIC Digests

Although both museums and schools figure into a learning network that includes lifelong learning processes in both formal and informal settings, these institutions must work further on achieving common educational goals. According to "Museums for a New Century," a report published in 1984, the museum-school relationship has been marked both by success and dissatisfaction. Museum educators say that teachers view museum visits simply as field trips, rather than serious educational activities; and teachers counter that museum educators do not let them know what their institutions have to offer. To facilitate collaborative efforts between the institutions, museum educators and teachers need to establish contact and develop a fuller understanding of the nature of museum learning, how it differs from classroom learning particularly since ideas and concepts in museums are framed differently—and how the two settings can complement each other. Visits should be planned cooperatively by museum staff and teachers when they are relevant to curricular purposes. The visits should focus on exhibits related to those purposes and follow-up classroom sessions should build on these visits. Teachers should visit museums to assess potential resources and take advantage of the expertise of museum education specialists, whose responsibilities are to assist teachers in getting the most from museums. (DJR)

ED 278 255 FL 016 394
What Is Linguistics? ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Applied Linguistics, Definitions, Information Sources, *Language Research, *Linguistics, *Psycholinguistics, *Sociolinguistics, *Structural Analysis (Linguistics), Structural Grammar, Traditional Grammar, Transformational Generative Grammar
Identifiers—ERIC Digests

Linguistics is the study of human language, and has several major divisions: formal linguistics, sociolinguistics, psycholinguistics, and applied linguistics. Formal linguistics is the study of grammar, or the development of theories about how language works and is organized. Within formal linguistics there are three major schools of thought: traditional, structural, and generative/transformational grammar. The principal areas of study within the field are phonetics, phonology, morphology, syntax, and semantics. Sociolinguistics is the study of language as a social and cultural phenomenon, and includes the study of language variation, language and social interaction, language attitudes, and language planning. Psycholinguistics is the study of the relationship between linguistic and psychological behavior, including first and second language acquisition, the relationship of language and cognition, and the processes by which humans store and retrieve linguistic information. Applied linguistics is concerned with the use of linguistic research find[illegible] for the solution of practical problems and for [illegible]vation in everyday language matters such as language teaching, literacy education, development of grammars and alphabets for unwritten languages, lexicography, legal matters involving language, and speech synthesis and recognition. (MSE)

ED 277 685 SP 028 454
Teacher Certification. ERIC Digest 11.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Elementary Secondary Education, Higher Education, *Preservice Teacher Education, *State Standards, *Teacher Certification, *Teacher Qualifications
Identifiers—ERIC Digest

Teacher certification is the education system's process for assuring that public school teachers possess minimum qualifications. Each state determines its own certification standards. Increased mobility among teachers suggests that teacher candidates should have information about general requirements for certification and where to locate particular state requirements. This digest provides information on the purpose of certification, types of certification, certification requirements, how to obtain information about requirements, and prospects for change in requirements. References are included. (JD)

ED 277 655 SP 028 232
The Importance of the Educational Resources Information Center for Teacher Candidates. ERIC Digest #10.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Databases, *Educational Resources, Higher Education, *Information Services, *Online Vendors, *Preservice Teacher Education, Research Utilization
Identifiers—*ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activities for classroom follow-up are offered. (JD)

ED 277 654 SP 028 231
The Importance of the Educational Resources Information Center for Health and Physical Education Teacher Candidates. ERIC Digest #9.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—4p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clearinghouses, *Databases, *Educational Resources, Elementary Secondary Education, Higher Education, *Information Services, Online Vendors, *Physical Education Teachers, *Preservice Teacher Education, Research Utilization
Identifiers—*ERIC Digests

This digest highlights features of the Educational Resources Information Center (ERIC), explains how to use the system most effectively, and offers suggestions on how health and physical education teacher education faculty can present and use the ERIC system to supplement classroom instruction. Following a description of how resources in ERIC can be helpful to teachers and teacher candidates, a discussion is presented on what teacher candidates should know in order to use ERIC effectively. Some suggested activites for classroom follow-up are listed. (JD)

ED 277 601 SO 017 677
Backler, Alan Stoltman, Joseph
The Nature of Geographic Literacy. ERIC Digest No. 35.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0020
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Geographic Concepts, Geographic Location, Geographic Regions, *Geography Instruction, *Human Geography, Outcomes of Education, *Physical Geography, World Geography
Identifiers—ERIC Digests

This Digest explores the nature of geographic literacy. Part 1 discusses fundamental themes of geography, including absolute and relative location, the natural and cultural characteristics of place, the development of human-environment relationships and their consequences, human movement and interaction, and the formation and change of regions. Part 2 defines basic geography skills as suggested in "Guidelines for Geographic Education." These skills include asking geographic questions, acquiring geographic information, presenting and interpreting this information, and developing and testing geographic generalizations. Part 3 considers the likely learning outcomes expected if students are provided with skills that improve their geographic literacy. These skills include an increased awareness that absolute and relative location are significant aspects of every natural and cultural feature on earth, an understanding of the significance of place in terms of both natural and human characteristics, a greater awareness of human adaptation to natural environments, an increased appreciation of global interdependence, and greater use of the concept of region. These acquired skills should enable students to think more effectively about their world. (CBC)

ED 277 543 SE 047 633
Disinger, John F.
The "Tbilisi + 10" International Congress: Background. ERIC/SMEAC Environmental Education Digest No. 2, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cooperative Planning, *Elementary Secondary Education, *Environmental Education, *Global Approach, Government Role, Government School Relationship, Higher Education, Information Networks, International Cooperation, International Organizations, *International Programs, Nonprofit Organizations, Policy Formation, Professional Associations, Teacher Education Programs
Identifiers—*Environmental Issues, *UNESCO

An International Congress on Environmental Education has been announced for Moscow, Union of Soviet Socialist Republics (USSR), during late summer 1987, to mark the tenth anniversary of the October 1977 Intergovernmental Conference on Environmental Education, held in Tbilisi, Georgia, USSR. This document reviews the outcome of the 1977 conference, discusses briefly the follow-up activities of the past decade, and indicates the apparent baseline for the 1987 congress. The 1977 conference is described, including its major recommendations and the topics that it addressed. Summaries produced as a result of the conference are discussed, along with follow-up activities that occurred in the United States. These included efforts coordinated by the Federal Interagency Committee on Education, Subcommittee on Environmental Education (FICE/SEE), by the Alliance for Environmental Education (AEE), and by the International Society for Environmental Education (ISEE). Preparatory activities for the Tbilisi + 10 conference are outlined, including ISEE workshops held in 1984 and 1986 as a part of the annual conferences of the North American Association for Environmental Education. (TW)

ED 277 280 FL 016 386
Doggett, Gina
Eight Approaches to Language Teaching.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, D.C.
Pub Date—Dec 86
Contract—400-86-0019
Note—7p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Audiolingual Methods, *Classroom Communication, *Classroom Techniques, Communicative Competence (Languages), *Educational Objectives, Grammar Translation Method, *Learning Processes, *Second Language Instruction, Student Role, Suggestopedia, Teacher Role, *Teaching Methods
Identifiers—Community Language Learning, Error Correction (Language), Silent Way (Gattegno), Total Physical Response

Important features of eight second language teaching methods-grammar-translation, direct, audiolingual, the Silent Way, Suggestopedia, community language learning, Total Physical Response, and the communicative approach-are summarized. A chart outlines characteristics of these aspects of the methods: goals, teacher and student roles, the teaching/learning process, student-teacher and student-student interaction, dealing with feelings, view of language and culture, the aspects of language emphasized, the role of the students' native language, means for evaluation, and response to student errors. The report also lists additional information sources. (MSE)

ED 276 629 SE 047 634
Suydam, Marilyn N.

An Overview of Research: Computers in Mathematics Education, K-12. ERIC/SMERC Mathematics Education Digest No. 1, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-86-0016
Pub Date—86
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Computer Assisted Instruction, *Computer Literacy, Computer Managed Instruction, Educational Games, *Elementary School Mathematics, Elementary Secondary Education, *Mathematics Achievement, Mathematics Education, *Mathematics Instruction, Programing, *Secondary School Mathematics, Skill Development, Student Attitudes
Identifiers—*Mathematics Education Research

This digest briefly reviews some of the current findings from research on microcomputers which seem most pertinent to teachers in elementary and secondary schools. Summaries are presented of findings related to: (1) status surveys; (2) computer literacy and mathematics instruction; (3) effects of teaching computer programing; (4) tutorial computer assisted instruction and mathematics achievement; (5) computer assisted drill and practice; (6) effects on students of mathematical games played on microcomputers; (7) computer managed instruction; and (8) student attitudes. (ML)

ED 276 493 JC 870 020
Opp, Ron Colby, Anita
Improving Student Retention in Community Colleges. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0039
Note—6p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, *Community Colleges, *Dropout Prevention, Dropouts, *School Holding Power, Student Attrition, *Student College Relationship, Two Year Colleges, Two Year College Students, Withdrawal (Education)
Identifiers—ERIC Digests

In the last 10 years community college enrollments have leveled off, bringing a new urgency to institutional efforts to retain current students. Obstacles to academic persistence include external factors such as insufficient funds, work demands, social demands, family obligations, housing or transportation problems; and internal problems such as procrastination, fear of failure, inability to ask for help, loneliness, self-doubt, value conflicts, and career indecision. To deal with these factors, college retention efforts should focus on areas such as academic stimulation and assistance, personal future building, and out-of-class faculty interaction. Additional retention activities, such as mandatory testing and placement, orientation programs, peer instruction, and integrated support services, have also been identified as helpful. Research and experience have indicated that intervention strategies that focus on specific needs of targeted groups of at-risk students, including low-income students, the academically underprepared, students with unclear academic and career goals, and reentry students, may increase retention. Current research indicates that such retention programs, comprising assessment and placement, orientation, counseling, academic advising, developmental education, and ancillary support services, can and do enhance students' chances of success. (LAL)

ED 276 492 JC 870 019
Palmer, Jim
Bolstering the Community College Transfer Function. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-83-0039
Note—6p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Articulation (Education), *College School Cooperation, *College Transfer Students, *Community Colleges, Educational Mobility, Educational Planning, Higher Education, High Schools, *Intercollegiate Cooperation, *Transfer Programs, Two Year Colleges
Identifiers—ERIC Digests

Efforts have recently been undertaken to smooth the flow of students from community colleges to baccalaureate-granting institutions. Focusing on more than transfer of course credits, these efforts have involved multidimensional programs of cooperation with high schools and four-year institutions as well as programs which identify and assist potential transfer students. Some community colleges are taking direct or indirect steps to hone the skills of students who are still in high school (e.g., specifying and disseminating information on the academic competencies expected of college students, sponsoring programs to improve the test-taking or college survival skills of high school students, and offering classes to improve the reading, writing, and thinking skills of low-achieving students). Transfer is also promoted through articulation agreements with four-year colleges specifying the transferability of competencies as well as credits and formal and informal activities designed to promote dialogue among faculty members. Other manifestations of the movement to improve transfer rates are the development of assessment and tracking systems, which provide ongoing feedback on student progress toward graduation and transfer; and special support programs designed to promote the educational mobility of minority and disadvantaged students at urban community colleges. Efforts to improve transfer depend largely on the information systems that serve both college personnel and students. These efforts to strengthen the transfer function represent an attempt to place the community college more securely in the educational mainstream of student flow from high school through the baccalaureate. (LAL)

ED 276 307 FL 016 288
Herron, Carol A.
Foreign Language and International Studies High Schools. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 85
Contract—400-82-0009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Standards, Administrative Problems, Cross Cultural Training, Cultural Enrichment, Elitism, Financial Support, *High Schools, *International Studies, Magnet Schools, Program Administration, *Program Design, Secondary School Curriculum, *Second Language Programs
Identifiers—ERIC Digests

Most language and international studies high schools (LISHS) are established as public magnet schools and stress voluntary enrollment. Generally, the academic curriculum emphasizes foreign languages, social sciences, and communications for participation in an international environment. Students are expected to graduate with functional competence in at least one foreign language. The program also includes a traditional secondary school curriculum, field trips, independent study, and cultural exchange programs. The programs can be designed to be housed in a separate building or, more commonly, as a school within a school. Financing and other support through local resources is preferred to dependence on federal grant support. Some issues of LISHS remain to be addressed, including staffing problems and the perception or threat of elitism. Some schools allow students to choose between preparing for a career-focused internship with an international company abroad or in urban America, and preparing for the International Baccalaureate Diploma during the last two years of school. The creation and maintenance of more LISHS will depend on the intelligence, commitment, and interest of educators, parents, and local leaders. (MSE)

ED 276 306 FL 016 287
Kreidler, Carol J.
ESL Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Aug 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *English (Second Language), *Evaluation Criteria, Higher Education, *Language Teachers, Limited English Speaking, Non English Speaking, Second Language Instruction, *State Standards, *Teacher Certification, Teacher Education, Teacher Education Curriculum, *Teacher Qualifications
Identifiers—ERIC Digests

Census-based estimates suggest that at least 3.5 million children in the United States are limited-English-proficient or non-English-speaking. Half of all U.S. teachers have one or more of these children in their classes, but only one in 17 has any specific training to teaching English as a second langage (ESL). Of those actually teaching ESL classes, most have little or no specialized training. ESL instruction requires unique background and skills, and ESL teacher certification is needed to legitimize and institutionalize the field as licensure has in other specialized fields. Recommended ESL teacher education program elements include academic specialization (study of language in general and the systems of English, language learning processes, and language in culture), instructional methodology and assessment, teaching experience, and the learning of another language's linguistic structure and culture. At least 26 states and the District of Columbia have established certification or endorsement of ESL teachers, but not all of those states require teacher qualification in all of those program areas. (MSE)

ED 276 305 FL 016 286
Weatherford, H. Jarold
Personal Benefits of Foreign Language Study. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Cognitive Development, Cultural Awareness, *Educational Benefits, Education Work Relationship, *Intercultural Communication, Problem Solving, Rewards, *Second Language Learning, *Travel
Identifiers—ERIC Digests

There is an increasing awareness of the usefulness of foreign language training in a number of seemingly diverse areas. Foreign language students develop not only technical skills related to language use but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries. Increased international business opportunities have made meaningful communication and understanding between cultures more valuable, and the individual's ability to understand and empathize across cultural lines is increased with language study. In addition, research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options. (MSE)

ED 276 304 **FL 016 285**
Hamayan, Else
The Need for Foreign Language Competence in the United States. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Age Differences, Attitude Change, Change Strategies, Cognitive Development, Cultural Awareness, Educational Assessment, *Educational Improvement, *Educational Needs, Elementary Secondary Education, International Relations, International Trade, *Language Attitudes, *Language Proficiency, Monolingualism, Second Language Instruction, Second Language Learning, Time Factors (Learning)
Identifiers—ERIC Digests

Americans generally lack foreign language competence, and their exposure to foreign languages in the United States is inadequate. Foreign language instruction is deficient in both quality and quantity, and although there are indications of improvement in both areas, it will be many years before the effects of improvements are clear. The consequences of generalized language incompetence include an international trade gap that threatens both short- and long-term economic stability, inadequate intelligence and international communication that threaten national security, and cultural isolation. Foreign language instruction should begin as early as possible in children's education to be maximally effective. All students, not just the gifted, are likely to benefit from foreign language exposure. The first step toward becoming a language-competent society is a commitment to language study at all levels of the school system, using the institutionalization of language and culture study to improve language and cultural attitudes. (MSE)

ED 276 302 FL 016 283
Wing, Barbara H.
Foreign Language Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-82-0009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Elementary Secondary Education, Evaluation Criteria, Evaluation Methods, Higher Education, *Language Proficiency, *Language Teachers, Second Language Instruction, Standardized Tests, *Teacher Certification, Teacher Education, Teacher Effectiveness, Teacher Qualifications, Teacher Supply and Demand, *Teaching Skills
Identifiers—ERIC Digests

The typical route to certification for beginning foreign language teachers requires the candidate to complete an approved program of teacher education in a four-year institution, have a certain minimum grade point average, and have completed a specified number of foreign language credit hours. Notable trends in foreign language teacher certification include increased teacher competency assessment, reappraisal of teacher preparation programs and certification procedures, and increased use of proficiency standards for evaluating teachers. Critical issues in foreign language teacher certification include a greater demand for teachers with higher proficiency levels and more technical competence in teaching, the need to identify competencies necessary for successful teaching, and exploration of the relationship between test scores and teacher effectiveness. Other changes in teacher certification that would be beneficial for foreign language instruction include increased undergraduate language major requirements, requirement of a variety of supervised clinical experiences, certification based on observed classroom performance as well as written and oral tests, and periodic mandatory recertification. (MSE)

ED 276 301 FL 016 282
Kennedy, Dora F.
Exploratory Foreign Language Courses in the Middle or Junior High School. ERIC Digest.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 85
Contract—400-82-0009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Course Content, *Course Organization, Inservice Teacher Education, Instructional Materials, Interdisciplinary Approach, *Introductory Courses, *Junior High Schools, Language Enrichment, Language Teachers, *Middle Schools, School Districts, Secondary Education, *Second Language Instruction, Second Language Learning
Identifiers—ERIC Digests, *Foreign Language Exploratory Program

Exploratory language courses are self-contained, nonsequential, interdisciplinary courses designed to introduce students to a variety of languages and cultures. They are usually offered in middle and junior high schools, to give students in the young adolescent stage of development a chance to explore a range of academic and vocational fields. They originated in the 1920s, but lost popularity to elementary school sequential language courses and were revived only in the 1970s. Course content generally consists of general language study conducted in English, trial study of several languages, or a combination. It may also include Latin, the United States' language heritage, career awareness, and languages not included in the school curriculum. Implementation requires a detailed curriculum and guide, a basic daily lesson format including foreign language practice, exercises linking the foreign language with English skills and vocabulary building, culture, phrase review, and songs. Scheduling can be very flexible. The teachers are most often foreign language teachers, but all should have an orientation session. Materials can be adapted from those already used in social studies and foreign language departments. Some successful school district programs are willing to share their experiences and materials. (MSE)

ED 276 299 FL 016 280
Lowe, Pardee, Jr. Liskin-Gasparro, Judith E.
Testing Speaking Proficiency: The Oral Interview. An Update. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Oct 86
Contract—400-86-0019
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Interviews, *Language Proficiency, *Language Tests, *Oral Language, Speech Skills, *Test Format, Test Reliability, *Test Use, Test Validity
Identifiers—*Oral Proficiency Testing

The oral interview (OI) is a testing procedure that measures a wide range of speaking abilities in a foreign language. Although somewhat different versions are used in different testing situations, the OI always consists of a structured, face-to-face conversation on a variety of topics between a student and one or two testers. The resulting speech sample is rated on a scale whose specific range is determined by the testing agency. The OI was developed by the Foreign Service Institute and has been refined continuously by the Interagency Language Roundtable. The proficiency scale and interview have attracted increased interest in academic circles, both for testing and as an organizing principle for developing curriculum. They have demonstrated a high degree of reliability and validity, and the OI is appropriate when proficiency testing is warranted or desired, as for placement testing, before and after intensive language training, before and after living abroad, at the end of a major sequence of high school or college courses, for course equivalency, for teacher certification, and for assessing language program effectiveness. Formal tester training and certification are available through professional associations, and individuals can also have their own proficiency tested by contacting certified testers through the American Council on the Teaching of Foreign Languages. (MSE)

ED 276 298 FL 016 279
Morain, Genelle
The Role of Culture in Foreign Language Education. Q&A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Nov 86
Contract—400-86-0019
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Techniques, *Cross Cultural Training, Cultural Awareness, *Cultural Education, Educational Objectives, Educational Strategies, Instructional Materials, *Intercultural Communication, *Second Language Instruction

Those who warn that the United States is handicapped by a state of international illiteracy are concerned both that Americans are unable to communicate in other languages and that most are unprepared to operate with sensitivity in cross-cultural situations. Culture refers to the view of the world shared by members of a group, the patterns of behavior deriving from that view, and the utilitarian and expressive forms evolving from both. For many years, foreign language departments concentrated on presenting culture as events of history in the context of art, music, and literature. The profession now seems committed to teaching the sociological aspects of culture as well as traditional civilization content, focusing on language as a manifestation of culture. The most valuable benefits from studying another culture are humility, awareness of one's own culture, and the understanding that difference is not a negative quality. The foreign language profession is currently working to better define the goals of cultural education. Materials for cultural instruction should be context-rich, experience-based, and have the foreign language as their focus. Despite the large amount of time needed to teach both language and culture, the two are best taught together, holistically, in order to achieve international understanding. (MSE)

ED 275 889 CE 045 499
Kerka, Sandra
Deterrents to Participation in Adult Education. Overview. ERIC Digest No. 59.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.; Small print may affect legibility of document.
Pub Type— Reports - Research (143) — Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Access to Education, *Adult Education, Change Strategies, Educationally Disadvantaged, Females, *Individual Needs, *Marketing, Models, Older Adults, *Participant Characteristics, *Participation, Postsecondary Education, Reentry Students, Research Design, Rural Areas, Rural Education
Identifiers—ERIC Digests, *Special Needs Students

Changing socioeconomic, cultural, and demographic forces have caused educational nonparticipation among adults to be treated as a social issue. Recent research has attempted to combine dispositional, situational, and environmental factors into composite models of participation. These models have suggested the following categories of deterrence factors: individual, family, or home-related problems; cost concerns; questionable available educational opportunities, negative perceptions of the value of education in general, lack of motivation and/or self-confidence, a general tendency toward nonaffiliation, and incompatibilities of time and/or place. These deterrents can be addressed by providing educational opportunities with low levels of risk or threat, administrative accommodation (such as alternative scheduling or extended hours for counseling), and effective communication of timely and appropriate information about educational opportunities targeted to the needs and concerns of various special needs audiences. Traditional marketing concepts can also be used to reach hard-to-reach learners. These include (1) a market analysis assessing market segmentation, clientele, and competition and (2) a program orchestration effort establishing an appropriate marketing mix of price, product, place, promotion, and partners. (This digest includes specific strategies for addressing the special needs of reentry women, elderly individuals, educationally disadvantaged persons, and rural adults.) (MN)

ED 275 888 CE 045 498

Imel, Susan

Correctional Education: Selected Aspects. Overview. ERIC Digest No. 58.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Programs, *Correctional Education, *Disabilities, Educational Needs, Educational Opportunities, *Equal Education, *Legal Responsibility, Postsecondary Education, *Program Administration, Program Development, Recidivism, Rehabilitation Programs, School Role, Special Education, Statewide Planning, *Vocational Education

Identifiers—ERIC Digests

Correctional education is a generic term describing a wide range of educational activities that take place in institutional and community settings. In 1986, 37 states and the District of Columbia provided correctional education to incarcerated adults directly through state departments of corrections. In addition, several states have created alternative administrative structures to address problems associated with traditional delivery of correctional education such as lack of funding, community resources, coordination with and support from other state agencies, adequately trained staff, and coordination with other educational institutions. During the past 15 years, extensive litigation in the U.S. correctional system has affected correctional education. This is particularly true in the areas of inmates' rights to education and parity for female offenders. Although the prevalence of handicaps among incarcerated juvenile offenders has been studied extensively, little research has been done in the area of the extent of learning disabilities among adult offenders. Although it is a new area, a program combining special educational with appropriate transitional and aftercare services in the context of complex multiagency planning and service delivery gives evidence of substantially reducing habitual patterns of criminal behavior. Because it teaches skills that inmates can use to gain employment after release, vocational education is also important in reducing recidivism. Another new and promising area of service delivery is that of postsecondary correctional education. (MN)

ED 275 887 CE 045 497

Naylor, Michele

Granting Academic Credit for Vocational Education. Overview. ERIC Digest No. 57.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-84-0011

Note—3p.; Small print may affect legibility of document.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Education, Articulation (Education), Associate Degrees, *Basic Skills, Cooperative Planning, Cooperative Programs, *Credits, *Fused Curriculum, *Graduation Requirements, Postsecondary Education, Secondary Education, Statewide Planning, *Student Certification, Team Teaching, Two Year Colleges, *Vocational Education

Identifiers—ERIC Digests, Great Oaks Joint Vocational School District OH, New York, Virginia

As more states increase the number of credits required for high school graduation, progressively less time is being left for vocational education. To address this problem, many school districts and states are beginning to formulate policies for granting academic credit for basic skills training provided in vocational classrooms. As of 1985, 11 states had a policy of allowing vocational credit to be counted in lieu of science or mathematics, and 16 states gave local school districts jurisdiction over course credit approval. Only three states had policies prohibiting credit allowance for occupational/technical subjects as a substitute for math, science, or other required subjects. Under the New York State Regents Action Plan, state-developed vocational syllabi may be used for credit courses in occupationally related math and science. Virginia's 20-credit hour diploma provides an option whereby completion of a 300-hour instructional sequence in most vocational specialties counts as fulfillment of the state's requirement that high school graduates complete two years of science and two of math. The Great Oaks Joint Vocational District in Cincinnati, Ohio, offers five vocational programs in which vocational and academic subject matter specialists coordinate basic skills and vocational instruction in 3-hour instructional blocks. The 2 + 2 Tech-Prep Associate Degree Program provides for a closely coordinated course of technical study during the last two years of high school and first two years of college. (MN)

ED 275 793 UD 025 212

Ascher, Carol

Teaching Beginning Reading to Dialect Speakers. ERIC Digest, Number 33.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Nov 86

Contract—400-86-0015

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Beginning Reading, *Cultural Differences, Elementary Education, Learning Problems, *Nonstandard Dialects, *Reading Difficulties, Reading Instruction, Social Dialects, *Teaching Methods

The reading scores of urban disadvantaged students have risen over the past 15 years, which may be attributable to special programs which have focused on strengthening the rudimentary skills. Whether reading achievement is dependent on students' mastery of standard English is an unresolved issue, but a number of instructional methods have been developed to alleviate the problems that dialect speakers may experience without necessarily stigmatizing students or coming into destructive conflict with the students' social and cultural difference. One method is to create stories from the children's oral language so that the reading material reflects their syntax, vocabulary, and sentence structure. Research indicates that what is most important to effective reading programs for all students is: quality of teachers and their belief in the students' ability to read; their creation of a literate, stimulating environment, and their commitment of a significant amount of "engaged" time to active reading instruction. Reading develops out of students' skills in speaking and listening, and is helped by practice in writing. Because students' background knowledge determines how easily they will grasp the meaning of what they read, they should be deliberately prepared for the reading assignment. Discussion before and after reading exercises can be crucial. Ability grouping may not be advantageous for the instruction of low ability students. (KH)

ED 275 792 UD 025 211

Hornick, Karen

Teaching Writing to Linguistically Diverse Students. ERIC Digest, Number 32.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 86

Contract—400-86-0015

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Box 40 Teachers College, Columbia University, New York, NY 10027 (single copy free with stamped self-addressed envelope)

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cultural Differences, Elementary Secondary Education, Language Role, Learning Problems, *Nonstandard Dialects, *Teaching Methods, Writing (Composition), *Writing Instruction, Writing Skills

Identifiers—ERIC Digests

The teaching of writing to students who speak nonstandard English can be difficult because students' linguistic differences rarely indicate true incompetence, and students' writing problems may result from conflicts between the cultures and langauge uses at home and school. Factors found to encourage writing improvement are the following: (1) positive teacher attitudes; (2) regular writing practice; (3) the opportunity to write for personally significant purposes; (4) student experience in writing for many audiences; (5) rich and continuous reading experience; (6) exposure to models of writing in process and writers at work; (7) instruction in the processes of writing; (8) collaborative classroom activities; (9) one-to-one writing conferences with the teacher; (10) direct instruction in specific strategies for writing; (11) reduced formal instruction in grammar and mechanics; (12) moderate marking of the surface structure errors in student papers; (13) flexible and cumulative evaluation of student writing; and (14) writing practiced and used as a tool of learning across the curriculum. (AA)

ED 274 611 SO 017 597

Risinger, C. Frederick

How To Plan And Implement Successful Social Studies Inservice Programs. ERIC Digest No. 34.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Oct 86

Contract—400-86-0020

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Conferences, Curriculum Development, Evaluation, Higher Education, *Inservice Education, Instructional Materials, Learning Strategies, Meetings, Professional Development, Seminars, *Social Studies, Teacher Education, Teaching Methods, *Workshops

Identifiers—*ERIC Digests

The workshop is the most convenient and frequent means of inservice education. The purposes and types of social studies inservice workshops are examined, guidelines for effective planning and implementation are provided, and helpful hints and areas of caution designed to assist in conducting successful workshops are suggested. Six typical formats of social studies workshops are noted: (1) curriculum development, revision, and improvement; (2) awareness and/or dissemination of social studies materials and strategies; (3) evaluation of curriculum or instructional impact; (4) evaluation of student progress; (5) implementation of specific materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruitment and public relations, necessary logistical tasks, evaluation format, and follow-up activities. Hints and cautions to be considered deal with participant involvement, demonstrations and peer teaching, "ice breaker" activities, administrative support, the inclusion of content as well as process, and appropriate evaluation procedures. (TRS)

ED 274 582 SO 017 544

Hoge, John D.

Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 33.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC

Pub Date—Sep 86

Contract—400-86-0020

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Ability, Educational Needs, Educational Research, Elementary Education, *History Textbooks, Reading Comprehension, Reading Difficulties, Reading Materials, Skill Development, *Social Studies, Teaching Methods, Textbook Content, Textbook Evaluation, *Textbooks

Identifiers—ERIC Digests

The hard-cover basal textbook continues to dominate teaching and learning in elementary social studies, particularly as a reaction to reduced budgets, the back to basics movement, state-wide testing, and criticism of less traditional teaching practices. Two problem areas encountered by children when using social studies textbooks include lack of experiential background and the inherent difficulty of social studies content. Technical concepts may have little or no meaning unless specific vocabulary or concept development lessons precede use of the text by students. In order to improve this situation, teachers should clarify their objectives and consider the teaching suggestions provided in the textbook. Teachers should also: (1) develop the required background, (2) accommodate varying reading levels, (3) provide direct instructional help, and (4) select learning activities to help students apply and extend the major concepts. The digest contains practical suggestions for developing each of these areas and for helping students extend the textbook concepts and apply them to their own life experiences; the suggestions include using textbook maps, wall maps, and globes; explaining the concept of time; devising a social studies glossary; and explaining why a textbook is used and what should be gained from it. (CBC)

ED 274 557 SE 047 461

Disinger, John F.

Current Research in Environmental Education. ERIC/SMEAC Environmental Education Digest No. 1, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Animals, Cognitive Development, Elementary Secondary Education, *Environmental Education, *Marine Education, Perception, Physical Environment, *Student Attitudes, *Teacher Attitudes, Teacher Education, *Teacher Influence

Identifiers—Environmental Attitudes, Environmental Education Research, ERIC Digests

This digest describes a selection of environmental education research studies that were included in the ERIC system in 1985. It is noted that much of the reported research in environmental education continues to deal with the affective domain, but that there are stronger efforts toward relating affective components with knowledge gain, conceptualization, and perception. Studies are reviewed in the areas of: (1) opinions and attitudes; (2) marine orientations; (3) educating the public; (4) attitudes toward animals; and (5) teacher factors. A list of 17 references are also included. (ML)

ED 274 556 SE 047 460

Blosser, Patricia E.

Safety Hazards in Science Classrooms. ERIC/-SMEAC Science Education Digest No. 1, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH. ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accident Prevention, Biology, Chemistry, Classroom Environment, Elementary Secondary Education, *Laboratory Safety, Physics, Safety, *Safety Education, Science Education, Science Facilities, *Science Laboratories, Science Materials, *Secondary School Science

Identifiers—ERIC Digests

Safety hazards that are frequently found in science classrooms are addressed in this digest which updates and supplements the 1980 ERIC/SMEAC information bulletin "Safety in the Science Classroom." Information obtained from journal articles and safety guides is presented in the categories of: (1) risks involved in science activities; (2) hazards in chemistry classrooms; (3) hazards in physics classrooms; (4) hazards in biology classrooms; (5) fire; and (6) resources for teachers. Various publications related to safety and safety hazards in science that are available in the ERIC database are identified and described. Guide questions that assist in an assessment of a teacher's familiarity with safety in the science classroom are also provided. A list of 20 references concludes the digest. (ML)

ED 274 513 SE 047 200

Lisowski, Marylin

Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Elementary School Science, Elementary Secondary Education, Instructional Improvement, Interdisciplinary Approach, *Learning Strategies, *Science and Society, Science Curriculum, Science Education, *Science Instruction, *Secondary School Science, Technology

Identifiers—ERIC Digests

A review of representative instructional strategies and programs which focus on Science-Technology-Society (STS) themes is presented in this digest. A rationale and specific recommendations for the inclusion of an STS component in the science curriculum are offered. The options which exist for instruction of STS themes are identified and examples of each are stated. These include: (1) instructional approaches (highlighting the infusion, activity, and topic organizer approach); (2) units of study-modules (citing programs which consist of single modules, series of units, case study formats, and dilemma situations); (3) international programs (focusing on the offering of the United Kingdom and South East Asia). Selected publications related to STS topics are also identified. (ML)

ED 274 512 SE 047 199

Helgeson, Stanley L.

Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-78-0004

Note—3p.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cognitive Development, *Cognitive Processes, *College Science, Higher Education, *Learning Theories, Piagetian Theory, *Process Education, Science Education, *Science Instruction, Skill Development

Identifiers—ERIC Digests, *Science Education Research

Selected research studies that explore the assumption that college science students operate at a formal cognitive level are presented in this information digest. Studies are reviewed that relate to the areas of: (1) formal thought (examining the relationship between measured formal thought and that required to understand formal college physical science concepts and also the relationship between formal-operational thought and conceptual difficulties in genetics problem solving); (2) reasoning (discussing the effects of various methods and formats of administering a Piagetian reasoning problem and exploring the hypothesis that formal reasoning is required to balance even simple chemical equations); and (3) integrated process skills (reporting that process skills in the laboratory could significantly improve process skill achievement). (ML)

ED 273 717 UD 025 088

Ascher, Carol

Cooperative Learning in the Urban Classroom. ERIC/CUE Digest, Number 30.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-86-0015

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Box 40, Teachers College, Columbia University, New York, NY 10027.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, Elementary Education, Ethnic Relations, Group Activities, Heterogeneous Grouping, *Learning Strategies, Multicultural Education, Racial Relations, Self Esteem, *Social Integration, *Teaching Methods, *Teamwork

Identifiers—*Cooperative Learning, ERIC Digests

Cooperative learning methods capitalize on the heterogeneous student bodies of most urban schools. They appear to foster better student achievement than individualistic methods, to increase cross-ethnic friendships, and to improve students' self-esteem and positive attitudes toward other students and the school. Six currently published cooperative learning techniques are: Student Teams-Achievement Divisions, in which students in four-member heterogeneous teams take individual quizzes and receive a team score based on the degree to which each student improved; Teams-Games-Tournament, in which learning teams compete and individual scores contribute to a team score; Teams-Assisted Individualization, in which teams are rewarded on the basis of math units mastered by all team members; Jigsaw I and II, in which individual students become experts on particular sections of a lesson and proceed to teach their teammates; Learning Together, in which students work in small heterogeneous groups to complete a common worksheet; and Group Investigation, in which groups choose subtopics from a class unit and further break their subtopics into individual tasks to prepare a group report to the class. (ETS)

ED 273 608 SP 027 982

Accreditation. ERIC Digest 7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0022

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Accreditation (Institutions), *Accrediting Agencies, Evaluation Criteria, Higher Education, *Institutional Evaluation, Preservice Teacher Education, *Schools of Education, State Standards

Identifiers—ERIC Digests

In examining current practices and issues in the accreditation of schools of education, this digest first lists the agencies responsible for accreditation-governmental, professional, and regional. A description is given of the accreditation process in California which includes four procedures that might be applied to any teacher education program. Research, however, shows that standards and evaluation methods differ vastly across state agencies and that national, regional, and state concerns often overlap, producing redundancies. A description of the role and function of the National Council for Accreditation of Teacher Education (NCATE) includes a listing of the representatives of the professional and public policy organizations that comprise it and an explanation of how the NCATE evaluation process works, and of the evaluation criteria used. The Digest concludes with brief comments on the ultimate goals of all accrediting agencies. Resources for further reading are provided. (JD)

ED 273 539 SO 017 471

Cohen, Cheryl Bernstein

Teaching about Ethnic Diversity. ERIC Digest No. 32.

ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-86-0020

Note—4p.

Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cross Cultural Studies, Cultural Background, *Cultural Differences, Cultural Education, Curriculum Development, Elementary Secondary Education, *Ethnic Bias, Ethnic Groups, Ethnicity, Ethnic Relations, *Ethnic Studies, Integration Studies, Self Concept, *Social Studies

Identifiers—*Diversity (Groups), ERIC Digests

The ERIC digest examines the paradox posed to social studies educators by the new wave of immigrants and increasing ethnic diversity: namely, how do educators depict accurately and fairly the rich ethnic diversity of the United States and also teach core values of a common American heritage? With the underlying theme being the promotion of both unity and diversity, the digest discusses four aspects of the problem: (1) the meaning of education about ethnic diversity in the United States, which concentrates on core values; (2) reasons for its importance, which include enhancing students' self-concepts; (3) the place of ethnic diversity in the curriculum, which should permeate all levels; and (4) procedures for teaching about ethnic diversity in the United States, which suggest seven approaches, including unbiased examination, comparisons, positive interpersonal relationships, community resources, reading programs, and value reinforcement. A bibliography is included. (TRS)

ED 273 423 RC 015 907

Rios, Betty Rose D., Comp.

A Directory of Organizations and Programs in Rural Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.; Rural Education Association, Fort Collins, CO.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Mar 86

Contract—400-83-0023

Note—13p.

Pub Type— Reference Materials - Directories/Catalogs (132) — ERIC Information Analysis-Products (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Conferences, Elementary Secondary Education, Females, Foreign Countries, Higher Education, National Programs, *Organizations (Groups), *Program Descriptions, *Publications, Regional Programs, Rural Areas, Rural Development, *Rural Education, Rural Population, Scholarly Journals, *Small Schools, State Programs

Identifiers—Rural Women

Organizations and programs with a major emphasis in rural education and small schools are listed in this directory. The entries–derived from a survey conducted in late 1985 and early 1986–are listed alphabetically by state within national, regional, state, and university categories. A brief description of the activity's function is followed by the date it was established and if it sponsors an annual conference or publishes a newsletter or journal. A foreign category is included in recognition that some issues in rural education are universal. There are 82 entries listed, more than twice the number of the 1983 edition of the directory. Of the 82 activities in the directory, 60% (49) were initiated since 1980. Of the 10 state programs, only 2 existed prior to 1983. Only 10 of the 27 university-based programs existed before 1980. Only 15 activities (18%) represent national organizations or programs. Grassroots strength is shown in the state and university activities, which account for 57 (70%) of the entries. Completing the directory is a list of eight journals that are wholly or in part concerned with sharing information about rural and small schools, the populations they serve, and the settings in which they function. (JHZ)

ED 273 397 RC 015 418

Pitts, Ilse M.

Career Education Counseling for Migrant Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—NIE-400-83-0023

Note—4p.

Pub Type— Guides - Classroom - Teacher (052) — Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Basic Education, *Career Awareness, *Career Counseling, *Career Education, Elementary Secondary Education, High School Equivalency Programs, *Migrant Education, Migrant Youth, Work Experience Programs

Identifiers—ERIC Digests

With special attention to meeting the needs of migrant students who are characterized by high mobility and a high dropout rate, this digest presents an overview of career education counseling and provides guidance to assist teachers, counselors, and administrators in incorporating such counseling into their curricula. The three major career education counseling elements of career exposure, work preparation, and basic skills development are described. The three strands of career exposure are discussed: self-awareness activities, providing job and role information, and decision-making/goal-attaining activities. Through written information, interview, and job site involvement, work preparation is described as providing students with practical experience and job option awareness. Several programs which provide basic skills to youth who have left school prior to graduation (e.g., Adult Basic Education and General Equivalency Diploma) are reviewed. Grades at which the different elements should be implemented and how career education counseling is different for migrant youth are described. Discussions regarding community involvement, counselor responsibility, the incorporation of counseling elements into different curricula and existing programs, and a list of five existing migrant career education counseling programs conclude the document. (PM)

ED 273 337 JC 860 494

Labeling Courses and Students. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-83-0030

Note—5p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Curriculum, College Role, Community Colleges, *Course Content, *Evaluation Criteria, *Research Problems, *School Effectiveness, *Student Educational Objectives, Two Year Colleges

Identifiers—ERIC Digest

Student objectives do not always coincide with curricular labels that reflect statutory language or the public's agenda for community colleges. Studies show that nearly half of the students enrolled in so-called transfer curricula may have no intention of transferring, and that sizeable percentages of students enrolled in occupational courses go on to baccalaureate-granting institutions. The fact that these classes carry transfer credit or are classified as job training classes is a function of college accreditation, staffing, and financing, having little to do with the perceptions or intentions of the students who are enrolled. Consequently, college effectiveness may be misrepresented by research findings which seem to show low transfer and job placement rates. New measures of institutional functioning are needed to differentiate curriculum content, which could be more accurately represented by labels such as Liberal Arts (including Science, Social Science, Humanities, and Fine and Performing Arts) and Skills (including Basic, Recreational, and Occupational Skills) from student intent. Student intent can be measured separately, using categories such as to prepare for transfer; prepare for a new occupation; gain skills to retrain, remain current, or advance in a current occupation; or satisfy personal interests. Categorizing the curriculum according to content would promote understanding of the colleges' role in providing general education, basic skills training, recreational skills, and occupational education for their communities. (EJV)

ED 272 923 CS 210 027

Koenke, Karl

Handwriting Instruction: What Do We Know? ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cursive Writing, *Handwriting, Instructional Materials, *Manuscript Writing (Handlettering), Primary Education, Program Evaluation, *Teaching Methods, *Writing Instruction, Writing Readiness, *Writing Skills

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the state of research into handwriting instruction and the printing versus cursive writing dilemma. After examining how handwriting is currently being taught, the digest discusses research supporting various kinds of printing instruction–block, italic, D'Nealian–prior to instruction in cursive. Research evidence indicates that printing styles do not make a difference but teaching printing should be retained in the lower grades because printing more closely resembles the letters found in typeset books. The digest then looks at the distinction between neatness and legibility in printing, making a case for moving all students, whatever the quality of their printing, into cursive instruction at the same time. Next, the digest explores the use of wide-lined paper and "fat" beginner's pencils, suggesting that the former is helpful while the latter is not. Finally, the digest looks at characteristics to remember when selecting a spelling program. (HTH)

ED 272 922 CS 210 026

Lutz, Elaine

Invented Spelling and Spelling Development. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Developmental Stages, Elementary Education, *Spelling, *Spelling Instruction, Teacher Attitudes, Teaching Methods

Identifiers—ERIC Digests, *Invented Spelling

Intended for administrators and policymakers as well as teachers, this digest examines invented spelling, describes the developmental stages of learning how to spell, and considers implications for classroom instruction. After defining invented spelling, the digest describes the precommunicative, semiphonetic, phonetic, transitional, and correct stages of spelling development. It then explores ways teachers can nurture spelling development in the classroom, including combining an understanding of invented spelling with formal spelling instruction to develop more effective spelling programs. (HTH)

ED 272 855 CS 008 528

Lehr, Fran

Television Viewing and Reading. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, Reading Ability, *Reading Achievement, Reading Attitudes, *Reading Habits, Reading Instruction, Reading Material Selection, Reading Research, Teaching Methods, Television, *Television Research, *Television Viewing

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores the relationship between television viewing habits and reading achievement. The digest first examines recent research indicating a negative relationship between television viewing in excess of ten hours and reading performance. The digest next focuses on the effects of television viewing on reading habits and reading material preferences. Finally, the digest discusses how educators can use television to promote reading. (DF)

ED 272 702 CE 044 798
Naylor, Michele
Family Influences on Employment and Education. Overview. ERIC Digest No. 56.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Choice, *Career Development, *Educational Needs, *Family Influence, *Family Programs, Outcomes of Education, *Parent Education, Parent Role
Identifiers—ERIC Digests

Research indicates that the family has a great influence on a child's employment and educational decisions. Family-oriented career development programs are needed for several reasons. Parents indirectly increase their children's career options and career development by enhancing their own employability and career planning skills. Research documents the influence of parental role models; because children are generally in closer contact with parents or other family members than with anyone else, family members are in a good position to serve as resource persons for their children. A wide variety of family-oriented career development programs, each focusing on audience-specific needs, is required. Audience-specific programs could be designed to address the needs posed by the employment outlook in a given geographical area, a special need (such as limited English ability), or a given disability. Practitioners can respond to the need for family-oriented career education by developing a comprehensive plan for counselor interventions that revolves around helping young adults recognize the influence of family and increase their personal autonomy through a three-step exploration of self, educational/occupational information, and relationships with family and significant others. The parental role in the career development process should be a dual one that involves serving as a guide or resource person for one's own children and an advocate of increased career educational opportunities for all children. (MN)

ED 272 701 CE 044 797
Imel, Susan
The Adult Education Teacher's Role in Career Planning. Overview. ERIC Digest No. 55.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Educators, Career Development, *Career Planning, Educational Needs, Information Dissemination, Information Networks, *Learning Activities, Postsecondary Education, *Teacher Role
Identifiers—ERIC Digests

Because career development is a lifelong process, adults frequently need career planning assistance. The adult education classroom is a natural environment for individuals to seek and receive help with career planning. Given the heterogeneity of the adult population, the career development needs of adults vary widely. While many adults only need information in order to make career decisions, others need help in developing more positive self-images, increasing their ability to use resources, and improving their decision-making skills. Although many career development activities should be carried out in conjunction with a counselor, teachers may appropriately engage in activities that support or enhance adult career planning by (1) planning and providing appropriate instructional activities and (2) serving as a source of information about other career development and planning services. In the area of instruction, adult educators can provide attitudinal support and knowledge by including information and experiences that link educational activities to specific vocational or occupational tasks. Because teachers have ongoing contact with their students, they can play a key role in helping adults access and use career planning information and can also serve as "networkers" who provide links between adult career development and counseling services, both within the institution and the community. (MN)

ED 272 700 CE 044 796
Harrison, Cheryl
Managing Disruptive Student Behavior in Adult Basic Education. Overview. ERIC Digest No. 54.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Students, Age Differences, *Behavior Problems, *Classroom Techniques, Developmental Stages, *Discipline, *Student Behavior, Student Characteristics, Student Needs, Young Adults
Identifiers—*Disruptive Behavior, ERIC Digests

Disruptive behavior, which can range from tardiness to violence against classmates or staff members, is a growing problem in adult basic education (ABE). Many feel that this is because ABE programs have begun serving young adults below the age of 18 who are quite different from their more mature classmates both psychologically and emotionally. Five basic techniques that ABE instructors can use to minimize classroom disruption in a positive manner are (1) communicating that the teacher is aware of everything occurring within the room; (2) demonstrating smoothness, both within a lesson and in transitions between lessons; (3) altering groups frequently and holding groups accountable for their own learning; (4) arousing challenges; and (5) providing seat work variety and challenge. The instructionally effective program is not only academically successful, but safe as well, and the key to an instructionally effective school is a committed, active leader. ABE programs can change in a way that limits disruptive student behavior. The commitment to change must be headed by a strong academic and disciplinary leader, and staff cooperation is vital. Even if age segregation of students is not deemed necessary, educators must still be sensitive to the different stages of adulthood and must learn how to address the distinctive concerns of each age group of adult students served by a particular program. (MN)

ED 272 699 CE 044 795
Kerka, Sandra
On Second Thought: Using New Cognitive Research in Vocational Education. Overview. ERIC Digest No. 53.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Educational Needs, Educational Research, *Learning Strategies, *Problem Solving, *Psychological Studies, Research Utilization, Secondary Education, *Vocational Education
Identifiers—ERIC Digests

Recent advances in cognitive psychology provide insights into thinking processes and learning behavior that can help teachers prepare students for the demands of the workplace. Studies of successful students have found that the depth of their information processing is directly related to the quality of their learning outcomes. That is, more successful students classify, compare, contrast, analyze, and synthesize information with the goal of comprehension rather than memorization. The importance of individual cognitive differences suggests that students should be taught the cognitive processes or strategies that contribute to successful performance. Therefore, the content of vocational education needs to be expanded to include problem-solving, self-monitoring, and learning skills. Vocational education should teach an integrated knowledge base of generic core concepts, procedures, pattern recognition, and specific vocational skills. Vocational educators can accomplish this by specifying cognitive skills as explicit goals or objectives; combining direct, indirect, and introspective instructional strategies; integrating strategies to help students learn by rule, discovery, and reflection; and serving as mediators for students as they think about thinking and the successful and unsuccessful thinking processes that they use. Curriculum planners should bear these same concerns in mind when developing learning and problem-solving strategies for curriculum components and selecting curriculum materials. (MN)

ED 272 432 SO 017 378
Patrick, John J.
Critical Thinking in the Social Studies. ERIC Digest No. 30.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 86
Contract—400-86-0020
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship, *Critical Thinking, Curriculum, Elementary Secondary Education, Learning, Scholarship, *Social Studies, Study Skills, Teaching Methods
Identifiers—ERIC Digests

Critical thinking is a major goal of social studies education. Teachers need to know what critical thinking is before they can successfully incorporate the skill into their teaching strategies. Understanding why critical thinking is a major goal of education in a free society helps teachers prepare students to be informed and rational participants in civic affairs and to gather enduring intellectual abilities to make themselves more effective as students. To develop skills for critical thinking requires that teachers ask challenging questions and require students to provide evidence for their answers or opinions. Encouraging students to examine different positions on controversial topics in an open supportive classroom environment prepares them for the responsibilities of participating in a free society. Included in this document are nine related references. (JEH)

ED 272 431 SO 017 377
Parisi, Lynn
Commemorating the Bicentennial of the U. S. Constitution. ERIC Digest No. 31.
Wisconsin Univ., Madison. Applied Population Lab.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jun 86
Contract—400-86-0020
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Citizenship Education, *Constitutional History, Elementary Secondary Education, History Instruction, Learning Activities, National Organizations, *National Programs, Resource Materials, School Involvement, *United States History
Identifiers—*Bicentennial, ERIC Digests, *United States Constitution

This overview of nationwide bicentennial efforts with particular relevance for elementary and secondary educators deals with three apsects of the commemoration. First discussed is the programming that national organizations, such as the Commission on the Bicentennial of the U.S. Constitution, Project '87, The American Bar Association (ABA), and the National Council for the Social Studies (NCSS), are undertaking to commemorate the event. Next described are several national participatory school-based programs, including the "Young Scholars Bicentennial

Project," sponsored by the National Endowment for the Humanities (NEH); "We the People," a mock trial program and student seminar sponsored by the ABA; a national writing competition for high school students on "The Constitution: How Does the Separation of Powers Make It Work?"; a national "History Day" on "Rights and Responsibilities in History"; and "The Jefferson Meeting on the Constitution: The Constitution in the Classroom." Lastly, examples are given of how schools can work with other educational groups to commemorate the Bicentennial; examples include the James Madison Fellowship Program and a National Bicentennial Competition. A list of 11 pertinent resources and addresses concludes the overview. (CC)

ED 272 258 JC 860 450

Colby, Anita Y.

Writing Instruction in the Two-Year College. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Pub Date—Aug 86

Note—6p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, *Feedback, Holistic Evaluation, *Teaching Methods, Two Year Colleges, Two Year College Students, Writing Evaluation, *Writing Exercises, *Writing Instruction, Writing Skills

Identifiers—ERIC Digests

This digest draws upon the thirteen published volumes of "Inside English" to offer a summary of practitioners' advice on techniques to improve two-year college students' writing skills. First, the paper summarizes underlying principles of writing instruction, indicating that: (1) usage, formal grammar, phonics, and spelling are best learned in a context; (2) students learn to write and read by performing real tasks; (3) drills may be useful following diagnosis of specific weaknesses, but not as a substitute for whole writing assignments; (4) students need help during the writing process; and (5) sentence building is more productive than analysis or labeling. The importance attached by the instructors to designing writing exercises tailored in form and content to the students' skill levels is noted. The paper then offers brief descriptions of writing assignments designed to build confidence in writing ability and emphasize communication skills, including clustering, modeling, brainstorming, and controlled writing, free writing, and journal writing. Other exercises more appropriate for more advanced students are also outlined; these may include summaries, practice essay exams, and computer assisted writing. Next, methods of providing feedback that build self-confidence, encourage writing, and shift student focus from mechanical accuracy to the logical expression of ideas are described, including peer critiquing, positive feedback, and holistic scoring. (EJV)

ED 272 248 JC 860 440

Oromaner, Mark

The Community College Professor: Teacher and Scholar. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—May 86

Contract—400-83-0030

Note—5p.

Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*College Faculty, *Community Colleges, *Faculty Development, Research, *Scholarship, Teacher Burnout, Teacher Improvement, *Teaching (Occupation), Two Year Colleges

Identifiers—ERIC Digests

The emphasis in community colleges on teaching as a primary faculty responsibility has frequently caused classroom teaching to be divorced from scholarship. Although the teaching role is not a necessary condition for successful scholarship, some form of scholarship appears to be a necessary condition for successful teaching over an extended period of time. Therefore, the stress on teaching in community colleges may have actually led to a decline in the quality of teaching. The facts that new colleges are not being opened, that enrollments are declining, that funds for professional development are scarce, and that community college faculty are aging all reinforce the importance of scholarship as a means of enhancing faculty members' performance and image as professionals. While at the university level scholarship is equated with research, at the community college level a more liberal definition of scholarship should be employed, including professional activity, research/publication, artistic endeavors, engagement with novel ideas, community service, and pedagogy. The systematic processes involved in each of these activities will do much to strengthen teaching and combat boredom and burnout. Though examples of scholar-teachers exist on every campus, there is a need for the formal encouragement, support, and reward that would institutionalize the role of the scholar-teacher, and, in doing so, revitalize the teaching role. (EJV)

ED 271 477 SP 027 874

Teacher Mentoring. ERIC Digest #7.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-83-0022

Note—14p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Beginning Teachers, Elementary Secondary Education, *Mentors, *Program Design, Program Effectiveness, *Role Models, Staff Development, Teacher Orientation

Identifiers—Beginning Teacher Induction, ERIC Digests

This digest describes teacher mentoring and its different applications. A list of 10 characteristics and activities inherent in any mentor-protege relationship is provided. A discussion is presented on the ways that mentoring, an essentally informal process, has been formalized in business firms and school systems. In considering the benefits that mentoring brings to the education system, the major benefits to both the mentor and protege are briefly discussed, and the direct and indirect benefits to the school district are pointed out. While these benefits are tangible and observable in successful mentoring programs, it is noted that there are some potential obstacles to the mentoring process, such as the injudicious matching of mentors and proteges. Descriptions are offered of two exemplary mentoring programs–the California Mentor Teacher Program, and the proposed Model School System of Louisville, Kentucky. A brief bibliography is included. (JD)

ED 271 162 JC 860 373

Palmer, Jim

Assessing the Employment Experiences of Community College Vocational Program Graduates.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—Aug 86

Contract—400-83-0030

Note—6p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—College Graduates, Community Colleges, *Employment Patterns, Graduate Surveys, *Outcomes of Education, *Research Methodology, Two Year Colleges, *Two Year College Students, *Vocational Education, *Vocational Followup

Identifiers—ERIC Digests

A review of 48 follow-up surveys of two-year college vocational education graduates conducted at the institutional and state levels reveals some common findings regarding the graduates' employment experiences. Most survey respondents (70% to 80%) reported that they were employed full-time; 66% to 96% indicated that their jobs were in some way related to their programs of study at college; and most indicated satisfaction with the technical knowledge or job skills they gained at college, while expressing less satisfaction with the colleges' helpfulness in providing knowledge about career opportunities or in preparing them for career advances. In spite of the commonality of these findings, survey limitations and methodological weaknesses make it difficult to assess the extent to which graduates' career outcomes can be attributed to their vocational studies. Among these weaknesses are the fact that most studies were conducted on a "one-shot" basis; many studies were conducted too soon after graduation to provide a long-term view of students' career lives; many surveys obtained low response rates; and many suffered from a lack of control groups against which to assess graduates' employment experiences. To improve vocational follow-up studies several steps could be taken, including: (1) reduce the size of the survey instrument to improve response rates; (2) solicit information on graduates' educational goals and prior employment experiences; (3) gather longitudinal data to trace career develpment patterns; and (4) base studies on well-chosen samples as an alternative to surveying all program graduates. (EJV)

ED 270 783 CS 209 849

O'Donnell, Holly

Issues Affecting High School Literature Programs. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Course Content, *Curriculum Development, Educational Trends, *English Curriculum, English Instruction, High Schools, *Literature Appreciation, *Reading Interests, *Reading Material Selection, Secondary School Curriculum, Theory Practice Relationship

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues affecting high school literature programs. The digest first explores whether a literature curriculum can be based upon the results of limited surveys of high school reading interests. Next, the digest addresses the question of what literature to include in a program, and then examines concerns other professionals have raised about literature instruction. The digest concludes by noting that the debate about what to include in the literature program has evolved into a two-pronged battle: determining the criteria that should be brought to bear on decisions about what to teach, and, once that is decided, determining how literature should be taught. (HOD)

ED 270 782 CS 209 848

Fox, Deborah

Teaching English to the Gifted Student. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.

Pub Date—86

Contract—400-83-0025

Note—3p.; Printed on colored paper.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Ability Identification, *Academically Gifted, Admission Criteria, Definitions, Elementary Secondary Education, English Curriculum, *English Instruction, *Evaluation Criteria, Gifted, *Language Arts, Program Evaluation, *Resource Materials, Talent Identification, Theory Practice Relationship

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores issues related to teaching English to the gifted student. The digest begins by examining the criteria used for identifying gifted/talented students, noting that some successful programs for the gifted in English and language arts do not restrict admission criteria to IQ scores and grade point averages. Next, the digest identifies four principles for developing an effective English and language arts program for the gifted/talented. Finally, the digest identifies resources that exist for teaching English to the gifted/talented as well as criteria used for evaluating English/language arts programs developed for the gifted. (HOD)

ED 270 527 UD 024 925

Webb, Michael B.

Increasing Minority Participation in the Teaching Profession. ERIC/CUE Digest Number 31.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—Office of Educational Research

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and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-82-0012
Note—5p.; ERIC/CUE Digest Number 31.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - General (140)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Blacks, *Career Choice, Elementary Secondary Education, Higher Education, Hispanic Americans, *Minority Groups, Schools of Education, *Teacher Distribution, *Teacher Selection, *Teacher Supply and Demand
Identifiers—ERIC Digests

This digest consolidates recent, key information on minority representation in the teaching profession. Despite widespread efforts to recruit minority teachers, by 1983 the total had decreased 1.5% (down to 11% since 1973). Therefore, many students will go through their entire school career with no minority teachers, no role models, and no sense that teaching is a profession for minorities. Some reasons for this decrease are: (1) increased possibilities for minorities to make more money and win greater prestige in other professions; (2) decrease in minority recruitment and enrollment in colleges; (3) dissatisfaction with the teaching profession; (4) a popular misconception that there is a teacher surplus; and (5) state testing in which minority teachers have low passing rates. Other problems with minority teacher employment include the desegregation efforts which have given many more white teachers jobs which black teachers would otherwise have held; seniority and tenure provisions that have kept white teachers in jobs; and government moves toward incentive grants and tax incentives that diminish programs traditionally employing minority teachers. Some suggestions on how to increase minority participation in the teaching profession are included. (CG)

ED 270 180 JC 860 321
Approaches to Staff Development for Part-Time Faculty. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Jul 86
Contract—400-83-0039
Note—10p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Faculty, *Community Colleges, *Faculty Development, *Inservice Teacher Education, *Part Time Faculty, Personnel Management, Professional Development, *Staff Orientation, *Teacher Improvement, Two Year Colleges
Identifiers—ERIC Digests

The increased use of part-time faculty in community colleges has left in its wake a large literature on the problems posed by heavy reliance on part-time faculty and on the need to address these problems through staff development programs. Four approaches have been used by community colleges to deal with the staff development needs of their part-time faculty. The first approach is based on a curriculum development model, which is characterized as a set of in-service workshops and courses designed to complement the part-timer's subject expertise with activities to strengthen pedagogical skills and provide information about the community college. The second approach involves the formation of peer support networks through which part-timers share experiences and help each other with problems encountered on the job. The third is a personnel management approach, whereby the college's recruitment, hiring, and evaluation policies are developed with improved instruction in mind. The fourth approach draws upon theories of adult education to involve part-timers in identifying and solving the problems they face on the job. This approach stresses the development of part-timers' awareness of work problems as a means of fostering receptiveness to staff development interventions. All of the approaches seek to instruct part-timers in pedagogical techniques and thus to improve instruction, and aim to integrate part-time faculty into the college community. (RO)

ED 270 138 JC 860 270
Deegan, William L.
Should Your College Start a Center for the Delivery of Contract Training Programs? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Development, *Economic Development, *Job Training, Labor Education, *School Business Relationship, *Trade and Industrial Education, Two Year Colleges, Vocational Education, *Vocational Training Centers
Identifiers—*Contract Training Centers, ERIC Digests

Community colleges have been at the forefront in providing contract training programs for clients such as businesses, health care organizations, and government agencies. Many state governments are beginning to provide resources for these programs as an incentive to attract or retain business and industry. One of the consequences of the demand for and growth of contract training programs has been a heightened interest in creating special centers to market and deliver these programs. The advantages of creating separate centers include the enhanced image and public relations value of having a specialized organizational unit; their income-generating potential; and the provision of new opportunities for faculty to broaden their experience. Unfortunately, the rapid growth of contract training centers may also lead to some significant problems (e.g., lack of instructors qualified to competently and professionally represent the college, inability of the college to provide materials and facilities that meet corporate expectations, and staff resistance). To maximize benefits and minimize problems, institutions interested in establishing such centers should consider the following issues: (1) college staff must carefully analyze the role and goals of a center for contract training; (2) there is a need to develop separate advisory structures for representatives from businesses and the college; (3) center staff should have a strong business background; and (4) the college needs to develop policies regarding center profits and retained earnings. (RO)

ED 270 107 IR 051 522
Klausmeier, Jane A.
Building Databases for Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Computer Software Reviews, *Database Management Systems, *Databases, Educational Administration, *Microcomputers
Identifiers—ERIC Digest, *Information Management, *Software Evaluation

This digest provides a brief explanation of what a database is; explains how a database can be used; identifies important factors that should be considered when choosing database management system software; and provides citations to sources for finding reviews and evaluations of database management software. The digest is concerned primarily with databases and software for handling management-type information. It is noted that databases that are bibliographic in nature are accessed primarily through subject headings and keywords, and require a different approach and generally a different type of software called information retrieval software. This digest contains sections on how databases are organized and used, and software selection considerations. A list of print and online resources that may be helpful in developing a list of possible software programs to meet specific needs is included. (THC)

ED 270 104 IR 012 224
Olson, Michael Minor, Barbara B.
Videotex 1985: Educational Applications. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Distance Education, Educational Experiments, Elementary Secondary Education, Futures (of Society), Higher Education, Information Dissemination, *Information Networks, Information Sources, Interactive Video, *Online Systems, Video Equipment, *Videotex
Identifiers—ERIC Digests

Videotex is a generic term used for any electronic system that can be used to retrieve both print and graphic computer-based information via video display monitors or specially adapted television sets. Both one-way (broadcast videotex) and two-way (interactive videotex) exist; these can be used as an information source, a delivery medium, a distance education manager, or a communication network between any combination of teachers and students. Seven experimental projects illustrate different approaches to the utilization of videotex: (1) Northeast Educational Technology Consortium (NETC)–teachers as subject matter experts consult online with teachers and students; (2) Annenberg/CPB (Corporation for Public Broadcasting) Project, University of Wisconsin-Extension, Madison–electronic text materials support Public Broadcasting Service television programs in a college political science course; (3) Satellite Syndicated Systems and Keycom Electronic Publishing–a nationally distributed electronic teletext magazine service; (4) Cyclops–system used for tutoring sciences at the British Open University; (5) Alberta Correspondence School–vocational education programs delivered to rural areas; (6) Indiana University–use of a commercial videotex service for a middle school science class; and (7) Shasta County Public Schools Media Center–live broadcasts via a two-way communication link from students at remote sites to on-campus instructors. A brief discussion of future uses of videotex and a 15-item bibliography complete the digest. (JB)

ED 270 103 IR 012 223
McLean, Lois
Videodiscs in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (free while supply lasts).
Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Simulation, *Instructional Innovation, *Interactive Video, Microcomputers, Research Projects, Teaching Methods, *Videodisks
Identifiers—ERIC Digests

This digest discusses the nature of interactive videodiscs and their educational applications, provides information about educational uses of videodisc technology, and presents lists of videodisc-related organizations, books, and periodicals. A general description of a reflective optical laser videodisc is presented, as well as the equipment necessary to use a videodisc program. The categorization of videodisc systems according to their level of interactivity is explained: (1) Level 1–a stand-alone videodisc player which may allow dual audio and random access of frames but has no memory or processing power; (2) Level 2–a stand-alone educational/industrial player allowing disc control through an internal programmable microprocessor; (3) Level 3–a system which adds the power of an external computer through the connection of an interface device; and (4) more sophisticated systems which have capabilities far beyond those of the original Level 3 system. Educational uses of videodiscs are also discussed, including simulating expensive or dangerous procedures or human interactions; teaching standardized procedures, storing audiovisual databases; showing visual details and reviewing and comparing visual materials; and using the two audio tracks to store different information for foreign language instruction, or for adapting materials for varied ability levels. Finally, several educational projects that are experimenting with the principles of interactive video are described, and resources for learning more about videodiscs in education are presented, including three organizations, three books, and several periodicals. A list of references is also provided. (JB)

ED 270 102 IR 012 222
Taylor, Robin
Microcomputer Courseware Evaluation Sources. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Guides - General (050) — Reference Materials - Bibliographies (131) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *Evaluation Criteria, *Evaluation Methods, *Information Sources, Instructional Material Evaluation, Microcomputers
Identifiers—ERIC Digests, *MicroSIFT, *Software Evaluation

More than 10,000 instructional software packages have been published for elementary and secondary schools–thousands in each discipline. Unfortunately, not all sources of courseware evaluations are equally reliable; therefore, it is important to determine that evaluations include: (1) critical appraisal of content accuracy; (2) in-depth consideration of the appropriateness and effectiveness of the instructional strategies employed; and (3) input from testing with students. Some comprehensive and accessible sources of courseware evaluations are MicroSIFT Courseware Evaluations, which probably contain the most thorough and consistently reliable evaluations, and EPIE Micro-Courseware PRO/FILES, whose evaluations are synthesized from the reviews of two or more evaluators who have usually tested the courseware with students. Periodicals which contain software evaluations include the bimonthly "Electronic Learning," and the monthly "Educational Technology." Two sources that identify only high quality courseware (although according to different criteria) are "Only the Best, the Discriminating Software Guide for Preschool-Grade 12" (L. L. Mattas) and "The Yellow Book: A Parent's Guide to Educationally Sound Courseware" (NEA Educational Computer Service). (JB)

ED 270 101 IR 012 221
Clay, Katherine
ERIC for Practitioners. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrators, Cost Effectiveness, *Databases, *Information Dissemination, Information Services, *Information Sources, Information Storage, Instructional Materials, *Research Projects, Research Tools, *Resource Materials, Teachers
Identifiers—*ERIC, ERIC Digests, Office of Educational Research and Improvement

Designed to demonstrate that the ERIC (Educational Resources Information Center) database is a useful source of information for educational practitioners at all levels, this digest provides an introduction to the ERIC system and describes the National Education Practice File Project (NEPF). This 2-year project was designed to find out from educational practitioners the kinds of information they would find useful, locate appropriate materials, and make this information easily accessible to its audience through the development of a computerized file of practitioner-oriented materials. An overview of the ERIC system briefly describes its acquisition and processing activities; the creation of computerized files for online searching; the publication of two monthly indexes, Resources in Education (RIE) and Current Index to Journals in Education (CIJE); and the types of materials the system contains. Information on the NEPF includes the purpose of the study, its participants and activities, and the results of an evaluation of the resulting computerized file made up of documents that were already in the ERIC file as well as new acquisitions. Emphasis on practitioner documents since the completion of ERIC is briefly demonstrated, and a study of the cost and usefulness of ERIC that was conducted for the Department of Education is noted. Hints on accessing ERIC are also provided, and a list of four references complete the digest. (JB)

ED 270 100 IR 012 220
Klausmeier, Jane A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Apr 86
Contract—400-85-0001
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse, New York 13244-2340 (free while supply lasts).
Pub Type— Guides - General (050) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Databases, *Information Retrieval, *Microcomputers, *Online Searching, *Online Vendors, Telecommunications
Identifiers—*ERIC, ERIC Digests, Modems

Focusing on how to use a microcomputer as a terminal for searching online databases, this digest addresses the following topics: (1) hardware and software requirements; (2) configuring the software; and (3) basic requirements for specific microcomputers. Special features in communications software which allow microcomputer users to do database searching are described, such as print commands, save commands, access to command mode, format display, default setting, and status indicator. Suggestions for software configuration include telephone numbers for three major database vendors–DIALOG, BRS (Bibliographic Retrieval Services), and SDC (System Development Corporation). Finally, the hardware necessary to use a computer as a terminal is discussed, including interface modules, modems, modular jacks, acoustic couplers, and internal modems. A list of 10 different microcomputers and the hardware and software necessary to use them as terminals completes this digest. (JB)

ED 269 809 CS 209 847
Holbrook, Hilary Taylor
Humanities in the English Classroom. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *English Instruction, *Humanities, *Humanities Instruction, Interdisciplinary Approach, Secondary Education, *Teaching Methods, Thematic Approach

Intended for administrators and policy makers, as well as teachers, this digest examines the current state of humanities instruction and the evolving place of humanities in the high school English classroom. The digest first explores differing definitions of the humanities, and discusses reasons for the decline in emphasis on humanities instruction in public education. It then explores the role of the humanities in the English classroom, and presents several ways in which multidisciplinary techniques are used to incorporate the humanities into English instruction. The digest also discusses ways in which a thematic approach can be used to explore the humanities in the English classroom. A brief list of references is included. (HTH)

ED 269 518 UD 024 871
Ascher, Carol
Creating Racial Integration in a Desegregated Magnet School. ERIC/CUE Digest, Number 29.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 86
Contract—400-82-0012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Ability Grouping, Blacks, *Desegregation Methods, *Magnet Schools, *Racial Differences, Racial Integration, *Racially Balanced Schools, Racial Relations, *School Desegregation, *School Resegregation, Suspension, Urban Schools
Identifiers—*Cooperative Learning, ERIC Digests

This brief digest reviews research findings on achieving racial integration in desegregated magnet schools. Studies show that resegregation tends to occur in most schools after desegregation as a result of tracking and ability grouping; furthermore, as the numbers of blacks rise in a school, the resegregation in classrooms tends to rise. A number of cooperative learning techniques have recently been developed which seem to work well in the integrated, heterogeneous classroom and are found to have a positive effect on race relations and achievement. Newly desegregated schools are found to expel a disproportionately high number of black students and, in general, discipline of these students is found to be more severe than with white students. Here again, cooperative learning techniques are found to build a more positive climate and reduce suspensions. Blacks and other minorities are heavily represented in compensatory education classes which, because they are pull-out programs, tend to increase resegregation. In planning desegregated magnet schools, it appears useful to: (1) maintain a mixed stable student body, (2) include children of different abilities in each classroom, (3) avoid tracking, (4) encourage interracial contact in academic and extracurricular activities, (5) recruit teachers and principals who are concerned with racial equality, (6) initiate staff development programs dealing with desegregation, and (7) involve parents in classroom instruction. (CG)

ED 269 517 UD 024 870
Ascher, Carol
Improving Schooling to Reduce Teenage Pregnancy. ERIC/CUE Digest, Number 28.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-82-0012
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Aspiration, *Adolescents, Blacks, Desegregation Effects, *Early Parenthood, *Educational Benefits, Elementary Secondary Education, Emotional Disturbances, Job Training, *Pregnancy, Preschool Education, Unemployment, Youth Problems

This brief digest discusses teenage pregnancy and various educational strategies that appear to affect pregnancy rates. While pregnancy among white teenagers has increased since the 1970s, the birthrate among black teenagers is still five to eight times higher. Teenage mothers and fathers have lower educational attainment and income than their peers who delay childbearing. Early parenthood has short- and long-term consequences for the children as well. Babies of teenage mothers are at risk for low birth weight and high infant mortality; moreover, children of adolescent parents tend to become teenage parents themselves. Some studies show that teenage parents risk alienation from school, unemployment, or underemployment. In contrast, positive school experiences and steady progress toward employment reduce the changes of teenage pregnancy. Preschool education has been found to correlate positively with later lower delinquency and pregnancy rates in teenagers. Desegregation was also found to correlate positively with a reduction in pregnancy before the age of 18. High educational goals appear to be related to a lower incidence of adolescent pregnancy. Finally, several studies of job training programs show that for those students who do not have aspirations towards higher education, appropriate preparation for employment may serve the same positive purpose in reducing teenage pregnancy. (CG)

ED 269 408 SP 027 603
Data Needs on Teacher Supply and Demand. ERIC Digest No. 6.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—13p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Patterns, *Enrollment Projections, *Information Needs, Teacher Certification, Teacher Recruitment, *Teacher Shortage, *Teacher Supply and Demand

This digest focuses upon what is known about current and impending needs for teachers, data on which this knowledge is based, and what needs to be done to create a solid foundation for projections on future needs. It is pointed out that the data needed to describe the market for teachers vary according to how and by whom the information is used. A description is given of seven users of information on the supply and demand of teachers. Four national agencies that provide the basic information for research in the area of teacher supply and demand are listed. A brief discussion is presented of some professional organizations that are engaged in examining the data requirements for the prediction of teacher demands in their fields of concern. A bibliography is included. (JD)

ED 269 407 SP 027 602
Components of Good Teacher Induction Programs. ERIC Digest 4.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—10p.; This is the manuscript for the 2-page Digest of the same name.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, *Improvement Programs, Inservice Teacher Education, Internship Programs, Mentors, Program Content, *Program Design, *Teacher Orientation
Identifiers— *Beginning Teacher Induction, ERIC Digests

This monograph focuses upon how teacher induction programs affect the professional maturation of the beginning teacher. In a discussion on the elements that make a good induction program, a checklist of eight program characteristics is presented. Four of these show the influence of other professions, and the remaining four apply directly to the needs of beginning teachers. The areas induction programs should cover are discussed. In considering how induction programs work, brief descriptions are presented of some of the most prevalent induction program components, e.g., internships, mentor teachers, induction committees, and orientation seminars. A bibliography is included. (JD)

ED 269 406 SP 027 601
Current Developments in Teacher Induction Programs. ERIC Digest No. 5.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—9p.
Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Inservice Teacher Education, Needs Assessment, *Program Development, *Program Effectiveness, Socialization, *Teacher Orientation
Identifiers— *Beginning Teacher Induction

This digest focuses on the evolution of beginning teacher induction programs over the past two decades, and discusses the reasons why such programs are essential to the professional development of teachers. An overview is presented of existing induction programs, and observed outcomes of these programs are briefly discussed. In considering what needs to be done in the future, it is pointed out that thus far there has been little research on common program concerns, such as assessment, evaluation, specification of induction contents, and the definition of program objectives. A bibliography is included. (JD)

ED 269 376 SP 027 507
Wellness: A Balanced Lifestyle. ERIC Digest 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—8p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Programs, *Health Programs, *Life Satisfaction, Program Development, *Quality of Life, *Well Being
Identifiers—*Wellness

The concept of wellness is defined and the importance of establishing a healthy lifestyle is discussed. A description is given of the Rochester Institute of Technology Wellness Program, which is typical of the many current programs covering varying aspects of wellness. These programs are offered by private agencies, educational institutions, and communities. A description is also provided of wellness programs in the workplace. A bibliography is included. (JD)

ED 269 375 SP 027 506
School Health Education. ERIC Digest 2.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—7p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Trends, Elementary Secondary Education, Habit Formation, *Health Education, Nutrition Instruction, *Relevance (Education), *School Role

This digest focuses on school health education, its current status, and what the future holds for health education in the elementary and secondary schools. School health education is defined and its history briefly sketched. The importance of health education is discussed as well as who should teach health education classes. Suggestions are also made for future efforts in school health education. A bibliography of references is included. (JD)

ED 269 137 PS 015 756
Becher, Rhoda
Parents and Schools.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-83-0021
Pub Date—86
Note—3p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Guidelines, *Parent Participation, *Parent School Relationship, *Program Content, *Program Implementation, Teacher Attitudes
Identifiers—ERIC Digests

This ERIC Digest asserts that parent involvement is critical in facilitating children's development and achievement and in preventing and remedying educational and developmental problems. Topics briefly discussed are benefits to children and to parents of parent involvement, effective approaches to parent involvement, problems in involving parents, characteristics of successful parent involvement programs, and related cautions and concerns. Principles for implementing successful programs and sources of additional information are listed. (RH)

ED 269 117 JC 860 271
Martorana, S. V.
Community Colleges: How to Develop a Positive Liaison with State Lawmakers. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Community Colleges, *Educational Policy, *Government Role, *Government School Relationship, Institutional Autonomy, Leadership Training, *Policy Formation, *State Government, *State Legislation, Two Year Colleges

Community colleges are increasingly influenced by state-level policies and dependent upon state financial support, making it a matter of necessity for community college leaders to develop positive liaisons with state public policy makers and law makers. Given the need for positive relations with state officials, community college leaders face a complex of four interrelated problems: (1) limited preparation in the area of inter-leader, inter-level relations in education and professional development; (2) limited information about trends outside their state; (3) a paucity of information about the forces that mold state-level decisions and patterns of policy formation; and (4) lack of knowledge about the theory and practice of effecting change in public policy directions. These handicaps must be overcome if community college leaders are to persuade state-level policy makers to favor greater institutional autonomy or if they are to assure that state-level policies are formulated to serve the colleges' best interests. (RO)

ED 269 116 JC 860 269
Alfred, Richard L.
Measuring Student Outcomes through the Associate Degree. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Associate Degrees, Community Colleges, Educational Assessment, Educational Benefits, *Evaluation Criteria, *Outcomes of Education, *Program Effectiveness, Program Evaluation, *Relevance (Education), Role of Education, *Student Educational Objectives, Two Year Colleges

A large number of students enrolling in community colleges do not aspire to or complete the associate degree. Instead, they attend community colleges for a multitude of reasons, including job training or retraining, licensure, preparation for transfer, and avocational pursuits. Given the preponderant pattern of part-time attendance and diversity of student objectives, it stands to reason that questions would arise as to the relevance of the associate degree as a student outcomes measure. These questions differ depending upon the perspective from which student outcomes are viewed. For community college administrators, a college is "effective" when student outcomes are produced at a level sufficient to balance the costs of instruction. For educational policy makers, college effectiveness may be measured in terms of nondegree outcomes related to economic development and public service programs. Teaching faculty may have still yet another perspective on outcomes, arguing that the college is effective when it implements academic policies that restrict the distribution of rewards to students who successfully meet standards. Within the broader context of social and educational change, additional questions arise about the utility of the associate degree as an outcomes measure; e.g., In a labor market marked by increased emphasis on service and technological jobs, is the degree undereducation for some jobs and overeducation for others? Do constraints on faculty technological skill and knowledge undermine the perceived value of an associate degree? As societal conditions change, the associate degree may diminish in importance, and non-degree, short-term courses developed for specific constituencies on an "as need" basis may represent a better strategy for achieving socially desirable student outcomes. (RO)

ED 269 115 JC 860 268
Zeiss, Anthony
Positioning Community Colleges via Economic Development. ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Mar 86
Contract—400-83-0039
Note—6p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Role, *Community Colleges, *Economic Development, *Institutional Advancement, *Marketing, *School Community Relationship, Two Year Colleges

Community colleges, because of their late arrival in the development of American education, have suffered from an image and identity problem since their inception. To deal with this problem, community colleges should position themselves as unique community-based service-oriented colleges and market a specific focus to the general public. The first and most important step in the positive positioning of a college involves a commitment from top administration to a strategic marketing process that includes a clear focus of institutional mission, a clear understanding of whom the college serves, and precise knowledge of what makes its services unique. Throughout this positive positioning process, community colleges must view themselves as part of the mainstream of their communities and develop programs and services to meet the identified needs of their external publics. One fundamental and natural connection between colleges and their communities is in the local economy. This connection should be used as a major vehicle for positioning community colleges in the public's mind as a respected and integral part of society. A positioning strategy related to economic development would involve the following steps: (1) the college president must believe in and gain acceptance for the marketing mission; (2) a strategic action plan must be developed with input from internal and external publics; (3) the college must get involved with its community's economic development and chamber of commerce activities by, for example, developing a small business assistance center, assisting in visitation teams to compete for relocating industry, customizing industry-specific training programs, and publicizing the college's role in these activities; and (4) the college must follow through with its commitment and develop a reputation for integrity, responsiveness, and cooperation. (RO)

ED 269 114 JC 860 267
Needham, Robbie Lee
Are Communications Technologies in Education a Threat to Faculty? ERIC Digest.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—Mar 86
Contract—400-83-0039
Note—6p
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*College Faculty, College Instruction, Community Colleges, *Computers, *Educational Change, *Educational Technology, Faculty Development, *Individualized Instruction, Professional Development, *Teacher Role, Two Year Colleges

Communications technologies have the potential to transform the educational process. In the community college context, these technologies have the power to change the the roles of faculty. On one hand, these changes might mean a reduction in the number and status of teachers. On the other hand, communications technologies may afford teachers greater opportunities for role differentiation and specialization. Another change made possible by the introduction of new technologies has been an upset of traditional power relationships in the learning process, with teachers relinquishing authority and students assuming more control over their own learning. Communications technologies also allow for much greater individualization of learning, permitting students to progress at their own speed and freeing teachers from repetitious analysis and prescription. As educators realize the potential of computers for innovation in education, many possibilities for enhancing student learning arise: (1) computers can create realistic models and involve students in real-world computer applications; (2) throughout the college, students are using the computer as a tool to analyze data, draft and revise sketches, perform laboratory experiments, or draft and revise reports; and (3) individualized instruction is available via computers in public libraries, video outlets, and electronic universities, diffusing higher education's monopoly on learning beyond high school. A final area in which communications technologies can affect the educational process lies in their potential for furthering the professional development of faculty. Realizing this potential requires that administrators and policymakers help faculty develop new skills through planning and allocating adequate resources for computer skills and courseware development. Perhaps technology's primary gift to community college faculty is the demand that they look again at the essentials of teaching and learning. (RO)

ED 268 305 CE 044 160
Miller, Juliet V.
The Family-Career Connection. Overview. ERIC Digest No. 52.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Counseling, *Career Development, Career Education, *Dual Career Family, *Employed Parents, Family Characteristics, *Family Counseling, Family Problems, Family Programs, *Family Relationship, Family Structure, Fathers, Females, Mothers, Parent Role
Identifiers—ERIC Digests

Recent changes in the family structure and in the work setting are forcing many families to reexamine and redefine the family-career relationship. Until recently, most research on career and family patterns has focused on traditional sex roles. Although competition between career and family roles has caused pain in many families, recent research addressing the nontraditional roles of men and women indicates that most women do derive a sense of personal accomplishment from work and that most fathers who are more actively involved in parenting report that they have a better relationship with their children because of this involvement. Persons in dual-career families need to recognize that planning for career roles and planning for family roles are closely related tasks. Career development programs are needed to help individuals develop career and family goals that are personally satisfying and mutually supportive of other family members. Such programs should focus on increasing awareness of current and future trends affecting the family-career connection, identifying and coping with family and career development stages that carry heavy role demands, addressing barriers to implementing family and career plans, and explaining the personal benefits of combining family and career. (MN)

ED 268 304 CE 044 159
Kerka, Sandra
Interactive Video in Vocational Education. Overview. ERIC Digest No. 51.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Case Studies, Classroom Techniques, *Computer Assisted Instruction, *Individualized Instruction, Instructional Materials, *Interactive Video, Machine Tool Operators, Machine Tools, Material Development, Production Techniques, Secondary Education, Training, *Videodisks, *Videotape Recordings, *Vocational Education
Identifiers—ERIC Digests

Interactive video, a combination of computer-assisted instruction and video technology, is an important new development in instructional media. Because interactive video has its roots in individualized instruction, it is particulary useful in personalizing instruction by allowing students to proceed at their own pace (one of the tenets of programmed instruction) and to receive immediate feedback (an advantage made possible by the advent of computer-assisted instruction). Two main types of video technology are available: videotapes and videodiscs. Despite their higher cost, videodiscs overcome many of the drawbacks of videotapes, including slow access time, poor freeze-frame characteristics, and costly maintenance. Because video technology is fairly new, few programs are available. For this reason, teachers and trainers desiring to develop interactive video instructional materials will require training in the five-step process of instructional systems design (ISD): analysis, design, development, implementation, and evaluation. A research project conducted at the Ontario Institute for Studies in Education illustrated the successful use of ISD in developing interactive video materials to train machine lathe operators. Other examples of interactive video in training include those produced and used by General Motors, IBM, and the American Heart Association. (MN)

ED 268 303 CE 044 158
Harrison, Cheryl
Education and Employment. Overview. ERIC Digest No. 50.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Basic Skills, *Educational Needs, *Education Work Relationship, *Employment Potential, Job Skills, *Outcomes of Education, Relevance (Education), Secondary Education, Skill Development, *Transfer of Training, *Vocational Adjustment, Work Attitudes
Identifiers—ERIC Digests

A solid body of empirical research supports the view that educational level is strongly related to occupational attainment. In the final analysis, however, it appears that although education does lead to a better job, how much better is determined by one's gender and race. Research on the relative need for training in basic, general employability and transferable skills indicates that training in proper work habits, attitudes, and interpersonal skills is generally considered as important to job success as is training in the basic skills. At least one researcher has hypothesized that although the schools are teaching the transferable skills necessary for employment (mathematics, communication, interpersonal, reasoning, and manipulative skills), students are not being taught how to transfer these skills from school to work. Many young people and women entering or returning to the work force are not even aware of the transferability of their skills to the workplace. Most research indicates that the workplace remains the site of most learning concerning work. The current public education system must do more to show teachers how to teach transfer skills so that future workers will not see their skills as irrelevant, past accomplishments but will instead view them as tools for the future. (MN)

ED 268 302 CE 044 157
Harrison, Cheryl
Bilingual Vocational Education for Immigrants. Overview. ERIC Digest No. 49.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Pro-

grams, Adult Students, *Bilingual Education, Classroom Techniques, Cultural Differences, Educational Needs, Employment Potential, *Immigrants, *Intercultural Communication, Postsecondary Education, *Second Language Instruction, Student Needs, Teaching Methods, *Vocational Education, *Vocational English (Second Language)
Identifiers—ERIC Digests

Language problems are likely the strongest single barrier to success facing limited English proficient (LEP) immigrants to the United States. Therefore, instruction in English as a second language (ESL) for immigrants must be given a high priority. Vocational ESL (VESL) provides adult immigrants with English skills on an as-needed basis in cooperation with a program of vocational training. The ESL teacher and the vocational trainer coordinate their efforts, thereby allowing students to see the connection between their needs and their English lessons. Because cultural laws have not been codified and are not formally taught, cultural adjustment may be more difficult for many LEP immigrants than learning English. Activities that allow students to experience real-world situations in a nonthreatening environment are necessary to help LEP individuals build cultural self-confidence and adjust culturally. Techniques that have been found to be effective in VESL include introducing one concept at a time, using a slower pace in introducing information, using shorter lectures and more demonstrations, providing bilingual glossaries, explaining key concepts in the native language, using visual support materials, and modifying tests to evaluate mastery of content rather than English. The work experience and workplace training approaches are also effective in teaching employability skills. (MN)

ED 268 301 CE 044 156
Imel, Susan
Adult Literacy Volunteers. Overview. ERIC Digest No. 48.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—[86]
Contract—400-84-0011
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Basic Education, *Adult Literacy, Adult Programs, Educational Benefits, Educational Needs, Educational Resources, *Literacy Education, *Program Administration, *Program Development, Program Implementation, *Volunteers
Identifiers—ERIC Digests

Although volunteer tutors traditionally have formed the basis of the programs of Laubach Literacy Action and Literacy Volunteers of America, volunteers have begun to play a greater role in adult literacy instruction provided through community-based organizations, correctional institutions, churches, and federally funded adult basic education. Ilsley has identified five elements common to all literacy volunteer programs: purpose, scope, organizational control, professionalism, and finance. No single combination of these variables is appropriate for every station; instead, programs should be tailored to the needs of the group or community to be served. Likewise, selecting an appropriate administrative approach is important. Criteria for selecting volunteers, clarification of the assumptions about volunteers that are held by the organization developing the literacy program, and specification of the relationship between organizational setting and the establishment of a climate for volunteer participation are some of the many considerations that must be addressed. Administrators deciding to incorporate volunteers into adult literacy programs must also consider the myths, advantages, and disadvantages associated with literacy volunteerism. There is no shortage of resources available for those wishing to develop administrative guidelines and procedures for adult literacy volunteer programs, with as much as three-fourths of the literature base being devoted to administrative aspects of program development. (MN)

ED 268 065 SO 017 084
Hendrikson, Leslie
Community Study. ERIC Digest No. 28.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Community Resources, *Community Study, Educational Practices, Educational Research, Elementary Secondary Education, Experiential Learning, Instructional Innovation, Relevance (Education), School Community Relationship, Skill Development, *Social Studies, Student Motivation, Teaching Methods
Identifiers—ERIC Digests

An ERIC digest considers several approaches to community study within the social studies curriculum. Material is divided into four sections. Following an introduction, "A rationale for community study" outlines skills and concepts that can be presented through community study and presents the rationale that community study can provide greater relevance to national and global events. "Can participation in the community improve student motivation?" argues that community studies provide valuable opportunities for students to become involved in public life and thus develop citizenship participation skills. Research indicating that experiential community-based learning raises student motivation is also presented. "Why aren't community-based strategies more widely implemented?" considers the following reasons for the low implementation of community studies programs: extensive preparation time and perceived low administrator support. "How can the community be implemented in social studies education?" describes specific strategies for integrating a community-based social study component. Emphasis is placed on a four dimensional model of community study: using the community as a source of content, using the community as a source of learning experience; community service as a dimension of community study; and using the community to enhance skill development. A list of resources concludes the paper. (LP)

ED 268 064 SO 017 083
Stanely, William B.
Social Studies Research: Theory into Practice. ERIC Digest No. 27.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Concept Formation, Critical Thinking, Early Childhood Education, *Educational Research, Elementary Secondary Education, Ethnography, Foundations of Education, Moral Development, Self Concept, Self Esteem, Social Cognition, *Social Studies, Values Clarification
Identifiers—ERIC Digests

A brief summary of social studies research from 1976 to 1983 is divided into five parts. "Cognitive Thinking and Cognitive Process Research" presents a definition of critical thinking, recommendations for cognitive process instruction, and results of cognitive process research concerning the relationship between learning style and developmental level. "Early Childhood/Elementary Social Studies Research" discusses recent research indicating the connection between the development of the young child's sense of self, school performance, and social relationships. Also discussed is research in the areas of spatial development, general concept formation skill development, and information processing skill development. "Research in the Socio-Moral Domain" considers research on values clarification, community involvement and social action approaches to social studies education, and cooperative learning. "Ethnographic Research" focuses on the effects of significant changes in curriculum, instructional practices, and personnel. The role of ethnographic research in sensitizing social educators to the complex interactive nature of instruction is also discussed. "Research on the Foundations of Social Education" outlines debates regarding the purpose of social education, particularly those debates arising over the "Three Traditions" approach. A list of references concludes the paper. (LP)

ED 268 063 SO 017 082
Meredith, Sydney J.
Leadership. ERIC Digest No. 26.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Dec 85
Contract—400-83-0012
Note—4p.
Available from—ERIC Clearinghouse for Social Studies/Social Science Education, Smith Research Center, Suite 120, 2805 East Tenth Street, Bloomington, IN 47405.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Futures (of Society), *Leadership, *Leadership Qualities, Personality Assessment, Personality Development
Identifiers—ERIC Digests

An ERIC digest provides general information to help educators, students, and others evaluate their own capacities for leadership. Material is divided into six substantive sections. "What is leadership?" provides definitions of the concept, discusses differences between leadership and management and considers requisites for effective leadership. "How and why does one become a leader?" considers the notion that people are born leaders and have recognizable leadership qualities. "What separates the leaders from others?" considers the major characteristics of leaders, including that they are vision and goal centered, have drive and power to accomplish their mission, and have the ability to become totally involved with the process of accomplishing their mission. "What are some typical competency characteristics of leaders?" presents the results of an interview with 90 successful leaders. "Who are some present leaders in education: Do they have these competencies?" profiles four current educational leaders. A final section, "What skills will leaders need in the future?" describes future leadership skills as including the ability to focus on the present and future, to bridge the gap among different interest groups, and monitor and interpret information. A list of resources concludes the paper. (LP)

ED 267 941 RC 015 661
Ford, Phyllis
Outdoor Education: Definition and Philosophy.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Mar 86
Contract—NIE-400-83-0023
Note—15p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventure Education, Camping, Conservation Education, *Definitions, *Educational Philosophy, Environmental Education, Experiential Learning, *Outdoor Activities, *Outdoor Education, *Program Content, *Recreational Activities, Recreational Programs

Because outdoor education programs occur in every geographic location, are sponsored by all levels of educational institutions, state and local government agencies, and private entrepreneurs, and have no nationally standardized curriculum or measures of competency or knowledge, outdoor education may best be defines as "education in, about, and for the out-of-doors." This simple, yet comprehensive, definition delineates where the learning takes place (in any outdoor setting), the topic to be taught (the outdoors and any cultural aspects related to the environment), and the purpose of the activity (developing knowledge, skills, and attitudes about the world). While differing in meaning, terms used instead of outdoor education include enviromental education, conservation education, resident outdoor school, outdoor recreation, outdoor pursuits, adventure education, experiential education, and environmental interpretation. When analyzed, the philosophy of outdoor education comes down to four premises: commitment to human responsibility for stewardship of the land; belief in the importance of the interrelationship of all facets of the ecosystem; knowledge of the natural environment as a medium for leisure; and acknowledgment that outdoor education is a continual educational experience. Examples of outdoor education activities and sources of information on definitions, values, philosophies, and history of outdoor education are provided. (NEC)

ED 267 914 PS 015 714
Spencer, Mima
Choosing Software for Children.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0021
Note—3p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Software, Drills (Practice), Early Childhood Education, Elementary Education, Guidelines, *Media Selection, Preschool Education, Simulation, Tutorial Programs
Identifiers—Computer Games, ERIC Digests, *Quality Indicators

This Digest points out characteristics of quality computer software for children, describes different kinds of software, and suggests ways to get software for preview. The need to consider the purpose for which the software is to be used and the degree to which the software meets its stated goals is noted. Desirable software characteristics and program features are suggested in a list of questions to ask when considering software purchases. Highly structured programs, such as computer games, drill and practice programs, and tutorials are described. Also discussed are programs which offer children opportunities for creative responses, such as simulations and LOGO. Concluding remarks offer specific directions for locating software for preview and stress the importance of taking the child's point of view in assessing software and in designing software for children. (RH)

ED 267 899 PS 015 684
Steiner, Karen
Grade Retention and Promotion.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Report No.—400-83-0021
Pub Date—86
Note—3p.
Pub Type— Opinion Papers (120) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criteria, *Educational Practices, Elementary Secondary Education, *Grade Repetition, Guidelines, *Policy Formation, *School Policy, *Student Promotion
Identifiers—*ERIC Digests

This Digest reviews the historical background on grade retention and promotion and examines research, criteria, and policies concerning these options. The historical overview points out changes in attitudes toward mastery-based promotion and social promotion practices in the schools. Valid and invalid approaches to research on grade retention are pointed out and efforts to develop models of criteria pertinent to retention decisions are reported. Schools having different promotion policies are briefly mentioned and, in conclusion, guidelines for developing a promotion policy are offered. (RH)

ED 267 435 CS 209 622
Purves, Alan C.
Testing in Literature. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—86
Contract—400-83-0025
Note—3p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Course Objectives, Elementary Secondary Education, English Curriculum, English Instruction, *Literature Appreciation, Student Evaluation, *Test Construction, *Testing
Identifiers—ERIC Digests

Pointing out that student testing in literature should take into account each school's philosophy concerning the literature curriculum, this digest explores the broad domain of literature study and looks at specific objectives and outcomes in literature testing. The digest discusses answers to the following questions: (1) Where are the broad thrusts of the curriculum in literature? (2) How can the content and objectives of the literature curriculum be specified? (3) How are test questions developed? and (4) How is student performance judged? A chart of content areas and behaviors accompanies the text. (EL)

ED 266 341 CG 018 821
Frenza, Mary
Peer Counseling. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Counselor Training, *Peer Counseling, *Professional Personnel, Program Design, *Program Implementation

Peer counseling is defined and the rationale for using peer counselors is given in this factsheet. A discussion of the history and research on peer counseling is followed by a list of successful peer counseling program foundations. Other sections discuss the operating components of selection, training, supervision, and evaluation. The professional counselor's major responsibilities for peer counseling programs are identified. A short list of resource documents is included. (NRB)

ED 266 340 CG 018 820
Lachance, Laurie L.
Teenage Pregnancy. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Birth Rate, Contraception, *Early Parenthood, Family Planning, Parent Role, *Pregnancy, *Prevention, School Role, Secondary Education, *Sex Education

This fact sheet addresses the issue of teenage pregnancy. Six factors contributing to the current attention focused on teenage pregnancy and parenthood are listed and teenage pregnancy and birth rates are discussed. Other areas covered include teenage nonuse of contraception, sex education by schools and parents, family planning services, and the need for comprehensive prevention programs. A short list of resource documents is included. (NRB)

ED 266 339 CG 018 819
Bidelman, Kathy Gilden
Selecting a College: A Checklist Approach. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—College Applicants, *College Bound Students, *College Choice, *Decision Making, High Schools, High School Students, Information Seeking, *Information Sources, *Student Attitudes

This fact sheet provides a checklist for selecting a college. Student objectives and college characteristics are considered and 17 educational and personal interest areas frequently cited as important by students are listed. Other areas covered include: computer programs and guidebooks, sources for gathering information, applying for admission, responding to admission offers, and a list of resources. (NRB)

ED 266 338 CG 018 818
Peters, Lori J.
Teenage Suicide: Identification, Intervention and Prevention. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, Community Role, *Counseling Techniques, Identification, *Intervention, Parent Role, *Prevention, School Counselors, *School Role, Stress Variables, *Suicide

This fact sheet presents teenage suicide as a reaction to stress in adolescence compounded by increasing stress in the environment. It can also be examined as part of a three-step process: a previous history of problems, problems associated with adolescence, and a precipitating event. Contrary to popular belief, suicide is not an impulsive act but a culmination of long-term problems. Warning signs are given and nine strategies for counseling suicidal teens are listed. Prevention efforts for community members, mental health workers, school counselors, teachers, peers, and parents are included. (NRB)

ED 266 137 SP 027 271
Alternative Certification for Teachers. ERIC Digest 1, 1986.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0022
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Certificates, Higher Education, *Nontraditional Education, Program Effectiveness, Program Evaluation, *Teacher Certification, *Teacher Education
Identifiers—*Alternative Teacher Certification, ERIC Digests

Alternative teacher certification is defined as any significant departure from the traditional undergraduate route through teacher education programs in universities and colleges. An overview is presented of some specific alternative certification programs, and raises questions useful for evaluating alternative certification programs. A bibliography of references is included. (JD)

ED 266 019 SE 046 401
Suydam, Marilyn N.
Recent Research on Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computation, Educational Research, Elementary Secondary Education, Estimation (Mathematics), Literature Reviews, *Mathematics Education, *Mathematics Instruction, *Problem Solving, *Research Utilization, Subtraction, *Teaching Methods
Identifiers—ERIC Digests, *Mathematics Education Research

Some recent research findings with implications for improving mathematics instruction are reviewed in this report. The focus is on two topics: computation, in particular subtraction and estimation, and problem solving. Findings about each are listed, with references for each cited study included. Effective algorithms and strategies used by students are given particular importance in the computation section, while both problem characteristics and problem-solving strategies are included in the problem-solving section. (MNS)

ED 265 988 RC 015 607
Barker, Bruce O.
The Advantages of Small Schools. ERIC Digests.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—Feb 86
Contract—NIE-400-83-0023
Note—12p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Classroom Environment, Class Size, *Educational Change, Educational Principles, Educational Quality, Educational Research, Elementary Secondary Education, Rural Schools, *School Size, *Small Schools
Identifiers—*Effective Schools Research, ERIC Digests

Small schools (with enrollments of 300 or less) are being rediscovered as models for effective schools. Currently 26.9% of America's school systems enroll over 500,000 students in more than 26,000 small schools staffed by 50,000 teachers. Small schools have pioneered many educational "innovations": non-graded classrooms, individualized instruction, cross-age groupings, peer tutoring, and emphasis on the basics. Current efforts to reduce student/teacher ratios, use the community as a resource, and "mainstream" mildly handicapped pupils also have their roots in the small schools of the past. Small schools offer benefits in areas of personal relationships, student morale, teacher-student interaction, administration, and curriculum and instruction. Although research on optimum school size is mixed, research suggests that class size is related to pupil achievement, smaller classes are more conducive to improved pupil performance, smaller classes provide more opportunities to meet individual needs, pupils in small classes have more interest in learning, and teacher morale is higher in smaller classes. Strengths inherent in small schools that support characteristics/practices associated with findings from "effective schools' research" include orderly, serious, safe, attractive school climate; clear school mission; strong administrative leaders who emphasize instruction; high expectations for student achievement; presence of student, staff, and school evaluation systems; supportive home/school relations. (NEC)

ED 265 936 PS 015 586
Burton, Christine B.
Children's Peer Relationships.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—86
Contract—400-83-0021
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Childhood Needs, *Children, *Friendship, *Interpersonal Relationship, Intervention, *Peer Relationship
Identifiers—ERIC Digests

Children ought to have satisfying friendships because they otherwise may miss out on opportunities to learn important social skills, develop little faith in their abilities to achieve interpersonal goals, suffer painful feelings of isolation, and become vulnerable to influence by delinquent peers. Factors contributing to children's peer relationship problems include unacceptable social behavior, "differentness" from other children, family problems, and a reputation as a social outcast. Children with relationship problems can be helped through social skills training, interventions focused on related problems, provision of nonthreatening social experiences, and cooperative classroom projects. Adults are urged to give children evident opportunities to share peer-related concerns, show respect for children's unique social needs, and create social options for children without creating pressures. (RH)

ED 265 935 PS 015 585
Baskin, Linda
Teaching Early Childhood Educators and Other Adults How to Use Computers.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—Office of Educational Research and Improvement (ED), Washington, DC.
Pub Date—85
Contract—400-83-0021
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, *Adult Learning, Early Childhood Education, *Microcomputers, Student Attitudes, *Teacher Education, Teacher Role, *Teaching Methods
Identifiers—*Computer Uses in Education, *ERIC Digests

Guidelines for teaching early childhood teachers and other adults about computers and their use are offered. Discussion focuses on how attitudes of the adult learner can impede learning, how the trainer can encourage teachers and other school personnel to learn about computers, and the trainers' "invisible agenda" of educational goals that supplements the program of formal instruction. Trainers are advised to vary the pace and rhythm of instruction; avoid jargon while introducing basic concepts; encourage the development of useful computer habits by learners; recognize that, for adults beginning to learn about computers, memorization of routines is not as effective a strategy as understanding the program; provide explicit models for understanding concepts; and suggest strategies for continued learning. (RH)

ED 265 075 SE 046 376
Disinger, John F.
Teaching about Hazardous Materials. ERIC/SMEAC Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—ERIC/SMEAC, The Ohio State Univ., 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environmental Education, *Environmental Standards, *Hazardous Materials, Instructional Materials, Physical Environment, *Pollution, Quality of Life, *Waste Disposal, *Wastes
Identifiers—Environmental Law, *Environmental Management, Environmental Problems, ERIC Digests

Problems related to the handling of hazardous substances and toxic wastes have escalated making this environmental dilemma a national concern. This digest provides an update of key legislative and management efforts associated with hazardous wastes and reviews current instructional materials in the area. Major topics addressed include: (1) waste disposal laws (summarizing major legislative attempts); (2) superfund (describing its intent and parameters); (3) management options (assessing current procedures and techniques); (4) teaching materials (providing a representative sample of materials available in the ERIC system); and (5) additional sources (identifying programs and resources that could assist in the development of instructional materials). (ML)

ED 265 050 SE 046 351
Weaver, J. F.
The Learning of Mathematics. ERIC/SMEAC Mathematics Education Digest Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, Elementary School Mathematics, *Learning, Literature Reviews, *Mathematics Education, *Mathematics Instruction, Research Reports, *Research Utilization
Identifiers—ERIC Digests, Piagetian Theory

The principal focus of this brief report is on findings and observations from relatively recent research on the learning of mathematics. The distinction between learning and the concepts of curriculum and instruction is first reviewed. Then Piaget's theory of intellectual development is discussed, with the conclusion that it does not provide a basis for determining readiness for mathematics instruction. The contribution of information processing theory is then noted. Four additional observations from contemporary research concern the following: the focus on individuals (versus groups), behavioral objectives, invention or construction of knowledge by young children, and metacognition. A list of references is included. (MNS)

ED 265 013 SE 046 307
Blosser, Patricia E.
Research Related to Instructional Materials for Science. ERIC/SMEAC Science Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—NIE-400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Achievement, *Elementary School Science, Elementary Secondary Education, *Instructional Materials, Meta Analysis, *Science Course Improvement Projects, Science Curriculum, Science Education, Science Instruction, Science Materials, *Secondary School Science, Teaching Methods, *Textbooks
Identifiers—ERIC Digests, *Science Education Research

The first science education digest for 1985 focused on data obtained by use of meta-analysis techniques on research studies of science instruction. Instruction seldom takes place without instructional materials, so this second digest is a companion one containing a discussion of science education research on instructional materials. Data are shown which support the idea that the science curriculum improvement project materials developed after 1955 were successful in promoting student achievement in the use of science process skills, in creativity, and in higher cognitive skills at both elementary and secondary school levels. Research, however, has focused more on programs than on textbooks. Because teaching from, and with, textbooks is the dominant method of instruction in many science classes, research is needed on such areas as how students learn to use textbooks to become independent learners and how to write them to promote efficient learning. (JN)

ED 264 575 CS 209 474
Daiute, Colette
Using Microcomputers in Elementary Language Arts Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-83-0025

Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Oriented Programs, *Computers, *Courseware, *Elementary Education, *Language Arts, Programed Instructional Materials, Teaching Methods
Identifiers—ERIC Digests

Intended for teachers, this digest shows that the computer can offer many efficient tools for expression, student control of writing, and instruction beyond the grammar and spelling drills most commonly associated with computers. The digest discusses the goals of the language arts curriculum, the role of the computer in the language arts curriculum, the types of computer software to use, some methods for integrating computer use into the curriculum, the expectations for student use, ways teachers can become acquainted with computer tools, and introducing young children to the computer keyboard and computer programs. (EL)

ED 264 167 SO 016 950
Parisi, Lynn
Computer Databases: Applications for the Social Studies. ERIC Digest No. 25.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Development, *Computers, Computer Software, *Databases, Educational Objectives, Elementary Secondary Education, *Information Retrieval, Information Systems, *Online Searching, Research Tools, Search Strategies, *Social Studies
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest examines the uses of databases in the social studies, including what a database is and how to use it, types of databases available for social studies classroom use, and the role this educational tool can play in achieving the goals and objectives of the social studies. A distinction between print and computerized database file and a simplified example of the use of Boolean logic in searching computer databases is provided. Two types of databases currently applicable in the social studies classroom, on-line databases and database software, are then examined. Listed are some of the on-line databases relevant as student research tools in the social studies, including The New York Times Information Service; America: History and Life; Historical Abstracts; Facts on File; Educational Resources Information Center (ERIC); and Magazine Index. Uses of database software are discussed and examples of commercially available database software programs are also provided. That database development and maintenance are fast becoming essential skills for effective citizenship participation is offered as a compelling rationale for incorporating this tool into social studies instruction. By creating and using databases, students develop research and organization skills. By searching databases, they learn to identify information needs, make problem statements, retrieve and sort information, and design strategies for organizing data. (LH)

ED 264 166 SO 016 949
Remy, Richard C. Woyach, Robert B.
Strengthening High School World Studies Courses. ERIC Digest No. 24.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.; For a related document, see ED 256 641.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, Educational Needs, Educational Objectives, *Global Approach, High Schools, Social Studies, *World History
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest reports on the findings of a 1984 Wingspread Conference on Strengthening High School World Studies Courses. The digest considers key challenges that the course poses for educators, the goals of the conference, long-term efforts that have been initiated, activities recommended by conference participants that would provide practical help to local schools, and current efforts to implement conference recommendations. Challenges facing educational leaders as they attempt to strengthen their world studies courses include the fact that there is no universal approach for teaching "world studies," that there is no mechanism for educational leaders to identify and assess successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach world studies. Conference goals are then outlined, followed by four activities recommended as a way of providing practical help to local schools: (1) the development of a handbook outlining and analyzing alternative conceptual approaches to high school world studies courses, (2) the collection and dissemination of syllabi and other appropriate descriptions of world studies courses being taught in high schools across the nation, (3) the development of model resources for developing a global relations course, and (4) the strengthening of preservice and inservice programs by focusing on leadership and teacher preparation. A description of two projects resulting from these recommendations is followed by a list of nine related resources. (LH)

ED 264 165 SO 016 948
Hendrikson, Leslie
Library Censorship. ERIC Digest No. 23.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, *Censorship, Conservatism, Court Litigation, Elementary Secondary Education, Library Material Selection, Public Schools, *School Libraries
Identifiers—ERIC Digests, Fact Sheets

This ERIC Digest synthesizes current attitudes on library censorship in the public schools, as reflected in state statutes and federal court cases. Separate sections describe the rise of censorship, recent court cases and incidents related to library censorship, who the censors are, what is being censored, a framework for academic freedom in schools, and a distinction between selection and censorship. Following a discussion of the recent rise of censorship in the nation's classrooms and school libraries, a comparison of the views of proponents of academic freedom and the views of proponents of censorship is offered. Recent court cases and incidents related to library censorship are offered as examples of the recent challenges coming from the conservative side of the political spectrum by leaders such as Phyllis Schlafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests are followed by a framework which librarians and other decision makers may use to maintain the right of academic freedom. This framework holds that educators may use methods, symbols, or materials (1) relevant to the subject matter being taught, (2) not in violation of valid laws, (3) compatible with current standards of decency, (4) reasonable for students' level of maturity, (5) intended for a legitimate educational purpose, and (6) unlikely to result in substantial disruption of school activities. A distinction between selection and censorship is made and the importance of sustaining a commitment to the concept of academic freedom is emphasized. (LH)

ED 264 164 SO 016 947
Meredith, Sydney J.
Improvement in Geography Education. ERIC Digest No. 22.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Improvement, *Educational Needs, Educational Research, Educational Trends, Elementary Secondary Education, *Geography Instruction, *Knowledge Level, Teacher Education
Identifiers—ERIC Digests

This ERIC Digest explores the need for improvement in geography education in the United States, based on concern expressed by geography professors across the United States and findings from a number of recent state, national, and international polls and studies showing that many students leave high school illiterate in geography. A section synthesizing the findings of six recent studies characterizing elementary and secondary students as illiterate in geography is followed by an examination of possible reasons for the problem. Positive steps to improve geography education include the development of guidelines focusing on what should be taught in geography by the National Council for Geographic Education and the Association of American Geographers. Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines with activities; a network of people to serve as consultants in geography education; model workshops and materials for improving geography education; an information network in geography to share news about such things as new materials, notes on important reports, workshops, conferences, and professional training; the addition of a geographic component to admissions requirements at some colleges; and the addition of geography as a required course in the high school curriculum. A list of 12 related resources concludes the digest. (LH)

ED 264 163 SO 016 946
Zola, John Zola, Jaye
Peace and Nuclear War. ERIC Digest No. 21.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Nov 85
Contract—400-83-0012
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Controversial Issues (Course Content), Disarmament, Educational Needs, Elementary Secondary Education, Guidelines, *Nuclear Warfare, *Peace, Public Education, Social Studies, War
Identifiers—ERIC Digests

This ERIC Digest examines the nature of peace and nuclear war education, rationales for its inclusion in public school programs, and ways to deal with the controversial nature of the topics. A distinction between peace education and nuclear war education is followed by a description of four basic themes offered as a rationale for peace and nuclear war education: peace and nuclear war education are appropriate content for developing capable, thinking, competent young adults; peace and nuclear war-related content are highly relevant in today's world; openly addressing and confronting psychological concerns of young people regarding nuclear war with information and appropriate pedagogy can help young people cope with these concerns; and by addressing peace and nuclear issues, teachers can prepare young adults for participation in the nation's democratic institutions by helping them make decisions regarding leaders and policy. Challenges for dealing with the controversial nature of peace and nuclear war education include (1) those teaching peace and nuclear war education must familiarize themselves with both the content and processes necessary for credibly teaching this information and must take great care in selecting only age-appropriate lessons; (2) the controversial nature of peace and nuclear war education must be recognized, confronted, and honestly addressed; and (3) advocates of peace and nuclear war education need to work diligently, patiently, and cooperatively in bringing about the changes they seek. A list of 15 related resources concludes the digest. (LH)

ED 264 162 SO 016 945
Cooperative Learning in Social Studies Education: What Does the Research Say? ERIC Digest No. 20.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.

BEST COPY AVAILABLE

Pub Date—Sep 85

Contract—400-83-0012

Note—4p.; Excerpted from "Research on Social Studies Curriculum and Instruction: Interventions and Outcomes on the Socio-Moral Domain," by James S. Leming. In "Review of Research in Social Studies Education 1976-1983, NCSS Bulletin No. 75," edited by William B. Stanley (National Council for the Social Studies and Social Science Education Consortium).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Cooperation, Cultural Awareness, *Cultural Interrelationships, Elementary Secondary Education, Group Activities, Intergroup Relations, *Interpersonal Relationship, Learning Activities, *Prosocial Behavior, *Social Studies, Teamwork

Identifiers—*Cooperative Learning, ERIC Digests, Fact Sheets

This ERIC Digest describes research findings, mainly in elementary social studies classrooms, on the effects of cooperative learning on multicultural awareness and cross-ethnic friendships, interpersonal relationships, and prosocial behavior. Research findings on cooperative techniques in the classroom are summarized as follows: compared with other methods, cooperative learning produces greater academic learning, better intergroup relations among black, white, and Hispanic students, enhanced self-esteem, and improved relationships between mainstreamed academically handicapped students and other students. Brief sections describing the positive effects of cooperative learning are followed by descriptions of three widely used approaches to cooperative learning: (1) Student Teams-Achievement Divisions (STAD)–a method in which students with widely varying academic abilities are assigned to four- or five-member teams; (2) the "Jigsaw" method–in which students become "experts" on a topic, then meet with other experts to study their assigned topic; and (3) the Group Investigation Model, which attempts to eliminate competition entirely by involving cooperative group inquiry emphasizing data gathering by pupils, interpretation of information through group discussion, and synthesis of individual contributions into a group project. A list of references concludes the document. (LH)

ED 264 161 SO 016 944

Cook, Kay K.

Latin American Studies. ERIC Digest No. 19.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 85

Contract—400-83-0012

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cross Cultural Studies, Cultural Awareness, Educational Needs, Elementary Secondary Education, Foreign Countries, *Latin American Culture, Resource Materials, *Social Studies, Stereotypes, Teaching Methods

Identifiers—ERIC Digests, Fact Sheets, *Latin America

This ERIC Digest considers the present state of teaching about Latin America in elementary and secondary schools in the United States, the need and rationale for Latin American studies, effective approaches to teaching Latin American studies, and resources to supplement textbooks that treat Latin America inadequately. Following an introductory section describing the incomplete or biased portrait of Latin America frequently presented in social studies textbooks and the media, four considerations for including more about Latin America in the curriculum are listed: (1) foreign policy–international controversies over the influence of other governments in the politics of Latin America need analysis and examination; (2) physical proximity–Latin American countries are virtually next-door neighbors, with close political, commercial, and cultural interactions with the United States extending over many years; (3) the American heritage–Latin American culture and the Spanish language are part of the American heritage, exerting early and continuing influence on the southwestern region of the United States; and (4) negative stereotyping–it is well documented that Hispanic-Americans in general suffer from explicit negative stereotyping. The world history course is recommended as an especially fertile ground for introducing a Latin American perspective into a study of world events. Classroom strategies and suggestions for a separate Latin American studies course are followed by information on sources of materials and a list of resources. (LH)

ED 263 627 CS 209 473

Wagner, Betty Jane

Integrating the Language Arts. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Environment, *Curriculum Development, Elementary Education, *Integrated Curriculum, *Language Acquisition, *Language Arts, Language Research, *Teaching Methods

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest provides a rationale for an integrated language arts curriculum. The digest first defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It then explores some of the research supporting integrated language arts instruction: first language acquisition research, emergent literacy studies, and classroom based research. Finally, the digest explores how the language arts can be integrated, suggesting that teachers focus on something other than language and provide an environment rich with resources for making language connections. (HTH)

ED 263 626 CS 209 472

Mead, Nancy A. Rubin, Donald L.

Assessing Listening and Speaking Skills. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0025

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Communication Skills, Elementary Secondary Education, Listening Comprehension Tests, *Listening Skills, Nonverbal Communication, Speech Communication, *Speech Skills, Student Evaluation, Test Construction, *Testing, Test Reliability, Test Selection

Identifiers—ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores methods of listening and speaking skills assessment. The digest first provides a rationale for teaching and assessing listening and speaking skills. It then examines definitions of oral communication and listening, noting (1) the trend toward defining oral communication by setting, by purpose, or in terms of basic competencies; and (2) an expanded definition of listening that includes critical and nonverbal listening skills. Next, the digest discusses how speaking skills are assessed, explaining observational and structured approaches and their respective rating systems, and touching on the effects of rater reliability. The digest also discusses how listening skills are assessed, expanding on the three important elements in all listening tests: the listening stimuli, the questions used, and the test environment. Finally, the digest explores how assessment instruments should be selected or designed, noting that selection depends upon the purpose for the assessment, and providing guidelines for various purposes. (HTH)

ED 262 527 EC 180 935

Blum, Marlene W.

Parents of Gifted Children. 1985 Digest [and] A Minibibliography on Readings for Parents and Teachers of Gifted Children.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0010

Note—5p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Gifted, Parent Associations, Parent Child Relationship, *Parent Role, Talent Identification

Identifiers—ERIC Digests

The digest addresses concerns of parents of gifted children. An initial section recaps ways in which gifted children are identified. The next section examines ways in which parents can encourage gifted children at home (through such avenues as permitting ample time for thinking and daydreaming and assigning household tasks that coincide with interests). Additional questions are answered regarding underachievement, types of programs available in the schools, and the role of parent associations. Six national associations for the gifted are listed, as are resources related to parental concerns. Accompanying the digest is a minibibliography of 12 readings for parents and teachers of gifted students. (CL)

ED 262 526 EC 180 934

Whitmore, Joanne Rand

Underachieving Gifted Students. 1985 Digest.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Behavior Patterns, Elementary Secondary Education, *Gifted, *Student Characteristics, Student Motivation, Talent Identification, *Underachievement

Identifiers—ERIC Digests

In this digest the problem of underachievement among gifted students is examined. Gifted underachievers manifest three behavior patterns in the school setting: non-communication and withdrawal, passive compliance, and aggressive/disruptive behavior. Gifted underachievers have been identified in greater numbers recently. Some of the causes of underachievement include lack of motivation, values conflicts, lack of environmental nurturance of intellectual potential, developmental delays or chronic poor health, specific disabilities, and specific or general academic skill deficits. Educational programing should address three critical areas: (1) an understanding of the nature and problems of being gifted; (2) development of constructive ways to cope with conflict and frustration caused by the gap between cognitive ability and performance level, and (3) development of a healthier, more realistic self concept and higher self esteem. To be effective, programing should feature challenging and meaningful curriculum, maximum opportunity for inquiry and creativity, a compatible peer group, and support services. (CL)

ED 262 525 EC 180 933

Jenkins-Friedman, Reva And Others

Professional Training for Teachers of the Gifted and Talented. 1984 Digest.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-84-0010

Note—3p.

Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education,

•Gifted, Talent, Teacher Qualifications, •Teacher Responsibility, •Teacher Role
Identifiers—ERIC Digests

The digest addresses topics related to professional training for teachers of gifted and talented students. General responsibilities of such teachers include organizing enrichment activities for students and teachers, disseminating information about innovative teaching practices and materials, and promoting integration between regular and special program experiences. Ways in which regular classroom teachers can help gifted students include being open to the gifted program teacher's suggestions, as well as being willing to modify scheduling, resource selection, and curriculum goals. Effective teachers of the talented and gifted enjoy working with high ability students who ask challenging questions and produce innovative ideas. Career issues are discussed and the availability of six professional tracks (including administrators, higher education personnel, and free lance consultants) is noted. (CL)

ED 262 524 EC 180 932
Hanninen, Gail E.
The Preschool Gifted and Talented Child. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Behavior Patterns, •Gifted, •Preschool Education, Student Characteristics, •Talent, •Talent Identification
Identifiers—ERIC Digests

The digest addresses issues related to preschool gifted and talented children. Such a child is defined as one who functions significantly above average age level in language development, thinking skills, creative thinking skills, physical adaptability, social skills, and/or leadership. Early identification is viewed as important, and the use of teacher and parent checklists is considered. Teachers are urged to note behaviors, such as the use of advanced vocabulary, spontaneous elaboration on new experiences and demonstration of abstract concept understanding. Parents should observe their child's behavior in terms of dramatic play, constructive play, and humor. Children's peers may also be sources of information for the identification of a gifted child. A brief list of resources concludes the digest. (CL)

ED 262 523 EC 180 931
Reis, Sally M. Renzulli, Joseph S.
Identification of the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one copy free).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Criteria, Elementary Secondary Education, Evaluation Methods, •Gifted, •Talent, •Talent Identification
Identifiers—ERIC Digests

The digest addresses ways in which gifted and talented students are identified. Commonly used identification systems include matrix systems, the Talent Search Identification Model, and the Revolving Door Identification Model. Major questions about identification practices include inappropriate use of certain instruments and the inadequacy of existing measures to identify certain subpopulations. Guidelines for identification procedures and criteria include the use of identification criteria specifically related to the definition, reasonable cutoffs, allowance for an appeals procedure, and the use of reliable and valid performance indicators. The most frequently used sources of information include test scores, ancedotal records, student products and performances, peer and self ratings. A brief list of references concludes the digest. (CL)

ED 262 522 EC 180 930
Maker, C. June Grossi, John
The Gifted and Talented Handicapped. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, •Disabilities, •Educational Needs, Elementary Secondary Education, •Gifted, Handicap Identification, •Student Characteristics, Student Evaluation, Talent, Talent Identification
Identifiers—ERIC Digests

The digest examines aspects of serving gifted and talented handicapped students in the schools. This population includes persons of outstanding ability or potential who are capable of high performance despite handicaps such as visual, hearing or orthopedic impairments; emotional disturbances; or learning disabilities. Examples of prominent gifted and talented handicapped individuals, such as Helen Keller and Franklin D. Roosevelt, are cited. The need for providing special education programs to these students is emphasized. Possible impacts of disablities on the student's development of intelligence or talent are considered. Identification concerns include educating teachers, parents, and diagnosticians to search for potential. Biographical information records, and peer evaluation forms may be used. Services to these students can be promoted by such approaches as encouraging support for research on the topic and on the formation of advocate groups. (CL)

ED 262 521 EC 180 929
Gogel, Ella Mae
Forming a Local Parent Association for Gifted and Talented Education. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Advocacy, Elementary Secondary Education, •Gifted, •Parent Associations, •Program Development, •Talent
Identifiers—ERIC Digests

Suggestions are offered for establishing local parent association groups as advocates for gifted and talented students. Beginning concerns include location and recruitment of new members; affiliation with state and national groups (such as the Association for the Gifted within the Council for Exceptional Children and the National Assocation for Gifted Children); decisions about group names, meetings, and dues; and the role of a newsletter. Suggestions are offered, including ensuring that the association's objectives are claear and that its structure conforms to those objectives. Activities of a parent group can feature such efforts as ongoing visits to the school system, community surveys, contact with the state consultant for the gifted and talented, and contact with legislators. (CL)

ED 262 520 EC 180 928
Shrum, Judith L.
Developing Programs for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency— National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, Elementary Secondary Education, •Gifted, •Program Development, Staff Role, •Talent, •Talent Identification
Identifiers—ERIC Digests

Program development in gifted and talented education is the focus of the digest. Elements of a successful program, including statements of support for differential education, staff orientation, and multiple appropriate screening and identification procedures are listed. Beginning steps for planning committees are noted. Identification approaches may include standardized achievement and intelligence tests, judgments of student products, and nominations by school officials, parents, or self. Staff considerations involve knowledge, training, and demonstrated competencies. Seven program formats are commonly employed: (1) regular classroom with cluster, (2) regular classroom with pullout, (3) special class, (4) special schools, (5) mentors, (6) acceleration, and (7) enrichment. Curriculum determination should be based on such factors as skill development for functioning beyond the classroom, reflection of students' interests, and emphasis on conceptual themes rather than the acquisition of additional facts. A brief list of resources concludes the document. (CL)

ED 262 519 EC 180 927
McClellan, Elizabeth
Defining Giftedness. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—•Definitions, Elementary Secondary Education, •Gifted, Government Role, •Student Characteristics
Identifiers—ERIC Digests

The digest examines conceptions of giftedness. A brief historical review notes L. Terman's work and impetus for increasingly broadened definitions since the 1940's. The 1969 Marland Report is cited and its definition of giftedness is presented. Current response to that definition's inclusion of six achievement areas (general academic ability, specific academic aptitude, creative or productive thinking, leadership ability, visual and performing arts, and psychomotor ability) is noted. The federal definition of giftedness as contained in the Omnibus Budget Reconciliation Act of 1981 is provided. More recent emphasis on high performance capability in mathematics, science, foreign languages, or computer learning is noted. It is suggested that the ways in which schools operationally define giftedness are often based on the needs of society. Concluding points center on reasons for defining giftedness and considerations in deciding not only what giftedness is but how the gifted are identified and what services schools should provide. (CL)

ED 262 518 EC 180 926
Plowman, Paul D.
Curricula for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).

Pub Type-- Guides - Non-Classroom (055) -- ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--*Curriculum Development, *Educational Needs, Elementary Secondary Education, *Gifted, Talent
Identifiers—ERIC Digests

The digest examines issues related to curricula for gifted and talented students. Schools should be prepared to meet the special needs of this population in a variety of ways, including identifying their learning needs, making equipment and resources available, providing for flexible progression through learning experiences and grades, and monitoring the extent to which curriculum goals and objectives are accomplished and the needs of pupils met. Curriculum should meet a variety of student needs, including association with intellectual peers; access ideas, persons, and environments that lead to creative and productive thought; and experiences of support from guidance personnel. Curriculum modifications may include special learner objectives and classroom dialogue for intellectually gifted students. Modifications in specific academic categories may be accomplished with subject matter specialists at school district and county levels. A brief resource listing concludes the digest. (CL)

ED 262 517 EC 180 925
Whitmore, Joanne Rand
Characteristics of Intellectually Gifted Children. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Behavior Patterns, *Creativity, Elementary Secondary Education, *Gifted, *Learning, *Student Characteristics, Talent, *Talent Identification
Identifiers—ERIC Digests

The digest examines the range of traits that may be exhibited by intellectually gifted children. The characterisitcs are explained to be signals that a particular child might warrant closer observation and special educational attention. Characteristics are listed under three headings: general behavior (early reading, ability to detect and interpret nonverbal cues, longer periods of concentration and attention than peers, and eclectic as well as focused interests); learning (keen powers of observation, independent reading, rapid insight into cause-effect relationship, and ready grasp of underlying principles); and creativity (fluency, flexibility and originality in thinking and sensitivity to beauty). (CL)

ED 262 516 EC 180 924
Booth, John D. Brown, K. Edwin
The Administrator's Role in the Education of Gifted and Talented Children. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency--National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from--ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Role, Elementary Secondary Education, *Gifted, Inservice Teacher Education, *Program Development, Program Implementation, Talent
Identifiers--ERIC Digests

In this digest the functions of an administrator in gifted and talented education are explored. Administrators are seen to have responsibilities in awareness of the students, in community, and the curriculum. Among specific tasks outlined for administrators are developing plans for continuing identification of gifted students, ensuring that instruction is differentiated, and evaluating all facets of the program. Budgeting and motivating are key functions in program development. In providing differentiated instruction, the administrator should begin with needs assessment of instructional priorities on which to base differentiation decisions. Evaluation of teacher performance should take into account such factors as pace and sequencing of instruction and the teacher's abilities in task analysis and question analysis. Administrators should be knowledgeable about state plans and regulations regarding gifted programs, promote parent participation, appreciate gifted students' special counseling needs, and advocate good inservice training for staff. (CL)

ED 262 515 EC 180 923
Smith-Davis, Judy
Personnel Development in Special Education: Quantity Versus Quality. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Special Education, *Teacher Education, Teacher Morale, Teacher Supply and Demand
Identifiers—ERIC Digests

The digest examines the supply and the quality of special education personnel and notes problems in the area of personnel preparation. Statistics are cited to show that the current supply of qualified personnel does not meet demand, particularly in such important areas as special education. Similarly, efforts in recent years to strengthen the quality of teacher preparation programs in colleges and universitites are noted. The "quandry" facing special education because of the limited numbers of available persons and the large numbers of uncertified and untrained personnel in some areas is discussed. Further difficulties are traced to low salary levels and diminishing popular respect for the teaching profession. The digest concludes with a statement emphasizing the connections of quality and quantity in personnel matters to the nation's problems in education. (CL)

ED 262 514 EC 180 922
McClellan, Elizabeth
Technology for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Oriented Programs, *Computers, Elementary Secondary Education, *Gifted, Talent
Identifiers—ERIC Digests

The digest examines issues related to the use of technology with gifted and talented students. Computer assisted instruction (CAI) is seen to develop decision making skills and foster independent learning. Applications of four types of CAI to gifted students are explored: drill practice, tutorials, games, and simulations. The use of computers in helping students develop thinking skills is considered, and the impact of computers on creativity, higher level cognitive skills, and problem solving skills is discussed. A final computer application, as a tool for facilitating independent learning, is explored in terms of data processing for student research, word processing, art and music creation, authoring systems, and networking. (CL)

ED 262 513 EC 180 921
Baskin, Barbara Harris, Karen H.
Reading for the Gifted. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy)
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Reading, Childrens Literature, *Gifted, *Reading Instruction, Reading Materials, Reading Material Selection, Reading Strategies
Identifiers—ERIC DIgests

The importance of reading in curriculum for gifted students is emphasized in the digest which also examines reading curriculum strategies. Highly able readers are seen to have needs for specific assistance in developing more complex skills in choosing books and materials for particular purposes, and in applying learning to real-life problems. Components of superior reading curricula should include language-related strategies, context-related strategies, meaning-related strategies, and reasoning-related strategies. The types of books which present complex concepts in interesting and unusual ways are advocated as particularly valuable for gifted youth. It is further suggested that books for gifted readers be judged on the quality of language, substantiveness of content, and complexity of structure. The potential benefit of carefully chosen and applied software in the reading curriculum is noted. (CL)

ED 262 512 EC 180 920
Runions, Ted Smyth, Elizabeth
Mentorships for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors--Elementary Secondary Education, *Gifted, *Mentors, Program Development, *Talent
Identifiers—ERIC Digests

The digest considers the operation and function of mentorships in gifted and talented education. Defined as learning partnerships between two or more individuals regarding a mutual interest, mentorships are designed to differentiate the curriculum through such means as creating opportunities for learner access to professional expertise in the community, offering real-life experiences, establising a network of community resource people, and providing leadership opportunities through tutoring between and among elementary and secondary school students. Organization is reviewed for formal (such as enrichment components of regular courses) as well as informal processes. Suggestions are offered for initiating the program, including orientation of all parties to their redefined roles and development of self-directed learning skills. A brief list of resources on the topic concludes the digest. (CL)

ED 262 511 EC 180 919
Addison, Linda
Leadership Skills Among the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association

Dr., Reston, VA 22091 (one free copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Gifted, *Leadership Training, Program Development, *Talent
Identifiers—ERIC Digests

In this digest identification and development of leadership skills in gifted and talented students are examined. Leadership is analyzed and its scope expanded from qualities of one who leads to a more complex view of how a person exerts influence. Conceptions of task-oriented versus relationship-oriented leaders are considered. Ways in which teachers can identify leadership among gifted and talented students are noted, including interviews, leadership styles instruments, and nomination and/or rating by peers, teachers, self, or community group members. Comprehensive leadership development programs are analyzed in terms of knowledge, skills, and attitude components. Administrative arrangements for leadership training may range from one-day colloquia to year-long leadership programs. A brief list of resources concludes the digest. (CL)

ED 262 510 EC 180 918
Callahan, Carolyn
Evaluation of Programs for the Gifted and Talented. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Evaluation Methods, *Gifted, *Program Evaluation, *Talent
Identifiers—ERIC Digests

The digest presents an overview of program evaluation in gifted and talented education. Reasons for program evaluation are offered, including the need to base decision making on valid and reliable data and the demands of accountability. Eight purposes of program evaluation are briefly considered: (1) documentation of the need for a program; (2) documentation of the case for a particular approach; (3) documentation of the feasibility of a program; (4) documentation of program implementation; (5) identification of program strengths and weaknesses; (6) provision of data for in-progress revisions of the program; (7) documentation of the results or impacts of the program; and (8) explanation and description of the program to interested and uninformed audiences. Steps in developing effective evaluation designs are traced, including basic steps of planning and identifying both decision makers and key evaluation questions. Two final sections address selection of evaluation instruments and reporting of findings. (CL)

ED 262 509 EC 180 917
Whitmore, Joanne Rand
Developing Individualized Education Programs (IEPs) for the Gifted and Talented. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Gifted, *Individualized Education Programs, Program Development, *Talent
Identifiers—ERIC Digests

The digest extends the concept of Individualized Education Programs (IEP) to gifted and talented children. IEPs are defined as written documents, developed and revised annually with input from parents, teachers, and where appropriate, the students themselves. IEP content includes a realistic assessment of current performance, reasonable expectations for learning over the year, and suggestions for evaluation strategies. Components of the IEP are explained to include (1) a written statement of the child's present level of educational performance; (2) a statement of annual goals to be achieved by the child; (3) short-term objectives to be realized in the achievement of each annual goal; (4) a statement of appropriate objectives, criteria, evaluation procedures, and schedules for determining whether the instructional objectives are being achieved; (5) a statement of the participation in a regular education program, and for what purposes; (6) a description of all special education and related services required to meet the students' needs; and (7) the projected starting dates for, and duration of these services. (CL)

ED 262 508 EC 180 916
McGreevy, Ann M.
Creativity and the Creative Process. 1985 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Creative Development, *Creative Thinking, *Creativity, Elementary Secondary Education
Identifiers—ERIC Digests

The digest explores the nature of the creative process. It begins with background information which notes the importance of seeing the familiar in a new light and the possibility on non-acceptance of the creative act. Four basic abilities necessary for creativity and problem solving are identified: (1) fluency, (2) flexibility, (3) elaboration, and (4) originality. Guidelines are offered parents and teachers regarding ways to foster creativity, including allowing flexibility in scheduling, listening to and encouraging all ideas and suggestions, looking for ways to integrate interests, and providing a variety of materials with which to experiment. Four basic rules are set forth: defer judgment, generate many ideas for any given situation (both in number and in kind), solicit free thinking, and combine ideas. A list of resources on the topic concludes the digest. (CL)

ED 262 507 EC 180 915
Willings, David
Career Search for the Gifted and Talented. 1985 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0010
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Career Exploration, Elementary Secondary Education, *Gifted, Parent Participation, Talent
Identifiers—ERIC Digests

Problems and issues in career education and career search for gifted and talented children are examined. The special problems of gifted and talented students in this area are noted, including early readiness for career search and restrictiveness of the career search process for multitalented students. Problems in the career choice process are considered, such as lack of concern for jobs' hidden factors and confusion between problems of the job and problems of training. The importance of encouraging parent involvement is stressed. Other influences beyond those of parents are listed, including positive or negative experiences with other jobs, overcompensation, and personal interests. The importance of understanding students' natural roles (indominus, exdominus, exemplar, and eccentric) is noted. The balance between drives to be somebody and to do something worthwhile is explored. A list of resources on the topic concludes the digest. (CL)

ED 262 506 EC 180 914
Being at Ease with Handicapped Children. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Disabilities, Elementary Secondary Education, Mainstreaming, Normalization (Handicapped), *Teacher Role
Identifiers—ERIC Digests

The digest focuses on being comfortable around handicapped children and offers suggestions for classroom teachers working with mainstreamed handicapped students. The importance of treating the child as normally as possible is emphasized. Questions of pity are dealt with. Teachers are urged to handle children's frustrations and accomplishments in normal ways; i.e., to provide realistic praise and reinforcement appropriate to the achievement. The question of providing too much help in some instances is raised. Complicating effects of speech and language problems are noted, as are special accommodations for children with specific disabilities (visual impairments, hearing impairments/deafness, mental retardation, and orthopedic impairments). A list of resources available from The Council for Exceptional Children concludes the digest. (CL)

ED 262 505 EC 180 913
Ferrara, Dianne
What Is Down Syndrome? 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Development, Curriculum, Definitions, *Downs Syndrome, Educational Needs, Elementary Secondary Education, Genetics, Incidence, *Student Characteristics
Identifiers—ERIC Digests

The digest presents an overview on Down Syndrome. The history of the term is traced to its association with Dr. John Langdon Down who first described the condition in 1866. Characteristics of Down Syndrome are noted, including mental retardation, short stature, epicanthic folds, reduced muscle tone, joint hyperflexibility, and premature aging. Causes of the genetic abnormality are reviewed as are prevalence rates. Ways in which Down Syndrome affects development are covered, including deficient social skills and delayed language development. It is suggested that education programs include infant stimulation and curriculum organized around long term skill sequences designed to promote independent functioning skills. The ability of amniocentesis to identify the condition prenatally is discussed. The digest concludes with a listing of references and resources on the topic. (CL)

ED 262 504 EC 180 912
The Imperative for Educational Reform: Implications for Special Education. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84

Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, Discipline, *Educational Change, Educational Trends, Elementary Secondary Education, *Government Role, *Special Education
Identifiers—ERIC Digests, Excellence in Education

The digest excerpts major points of the report of the Council for Exceptional Children's Ad Hoc Committee to Study and Respond to the 1983 Report of the National Commission on Excellence in Education. The committee also examined the reports of the Education Commission of the States, the Twentieth Century Fund, and the Carnegie Council. General concerns cited included the reports' lack of recognition of exceptional children and special education, and the need to evaluate excellence in terms of the learner's individuality. The dangers of using singular standards for assessing achievement in exceptional students are considered, and the committee asserts that a system of singular criteria for curricula and assessment to determine competence, graduation, or program evaluation is immoral as well as poor educational practice. The committee further suggests caution in interpreting the reports' calls for firm discipline. The importance of the individual professional educator's role in achieving excellence in education is stressed. The digest concludes with a list of ways in which the federal government should support greater excellence in exceptional child education. (CL)

ED 262 503 EC 180 911
Nazarro, Jean N.
Using Your Microcomputer to Acquire Special Education Information. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Disabilities, *Microcomputers, Professional Education, Special Education, *Telecommunications
Identifiers—ERIC Digests

The digest answers basic questions about using microcomputers for professional development in special education. Use of the microcomputer as a self-contained unit is described and the types of information available on diskette from the ERIC Clearinghouse on Information Resources are considered. The microcomputer's application in networking is discussed. The services of BRS/After Dark and DIALOG's Knowledge Index, in accessing special education files are reviewed. Contents are briefly described of four files: ERIC (Educational Resources Information Center), ECER (Exceptional Child Education Resources), SPIN (School Practices Information Network), and SPIF (School Practices Information File). Additional resources, including a compilation of microcomputer courseware for use in elementary and secondary education and newsletters focusing on current developments in the high tech area, are listed. Information on DIALOG's Knowledge Index and the electronic communication network of the National Association of State Directors of Special Education concludes the digest. (CL)

ED 262 502 EC 180 910
Smith, Barbara J. Strain, Phillip S.
The Argument for Early Intervention. 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cost Effectiveness, *Disabilities, Infants, *Intervention, *Program Effectiveness, Young Children
Identifiers—ERIC Digests

The digest presents the background and reasons for early intervention with children at risk for handicaps. Early intervention is defined, and three primary reasons for intervention are cited: (1) to enhance the child's development, (2) to provide support and assistance to the family, and (3) to maximize the child's and family's benefit to society. Research on the effectiveness of intervention is briefly reviewed, and it is stated that despite research problems, qualitative and quantitative data show that early intervention increases the developmental/educational gains for the child, improves the family's functioning, and provides long-term benefits to society. Long-term cost savings are noted from three research studies. Three factors important in effective intervention are noted: intervention as early as possible; involvement of parents; and programs featuring a high degree of structure, intense services, and an individualized approach. A list of references and resources concludes the digest. (CL)

ED 262 501 EC 180 909
Brody-Hasazi, Susan Gillet, Pamela
Serving the LD Student in a Vocational Education Classroom. 1984 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Learning Disabilities, *Mainstreaming, Secondary Education, *Student Characteristics, *Teaching Methods, *Vocational Education
Identifiers—ERIC Digests

The digest explores aspects of serving the learning disabled (LD) student in vocational education classrooms. It is noted that LD students may have difficulty following directions and understanding lectures and may forget more often than other students. A list of seven accommodations that can be made for LD students in vocational classrooms includes providing extra time to substitute for writing or copying, finding alternative ways to acquire written information, supplying a list of new terms to be studied before class, speaking slowly and clearly in well organized lectures, permitting the use of calculators or other concrete aids, and helping them organize their thoughts by "thinking aloud." The digest asserts that many LD students can successfully complete vocational education classes. A listing of resources and references on the topic concludes the digest. (CL)

ED 262 500 EC 180 908
Harne, Roger P. Weller, Carol
What Is Dyslexia: 1984 Digest.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Dyslexia, *Etiology, *Reading Difficulties, *Student Characteristics
Identifiers—ERIC Digests

The digest focuses on the nature of dyslexia and its characteristics. An initial section notes the variations in definitions as a function of the discipline. Diagnosis of dyslexia is said to isolate the specific difficulties associated with the problem and to suggest appropriate educational intervention. Typical characteristics of dyslexia are noted, including a family history of reading problems, predominant occurrence in males, an average or above average IQ and possibly a proficiency in math, lack of enjoyment of reading as a leisure activity, problems of letter and word reversal, and difficulty transferring information from what is heard to what is seen and vice versa. The contribution of three major factors to dyslexia is addressed: ocular problems, language problems, and visuo-spatial-motor problems. A list of references and resources concludes the digest. (CL)

ED 262 499 EC 180 907
Morgan, Daniel P. Myette, Beverly
Parents' Rights and Responsibilities. 1984 Digest, Revised.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031
Note—3p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Disabilities, Due Process, Elementary Secondary Education, *Individualized Education Programs, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Special Education
Identifiers—ERIC Digests

The digest explores the rights as well as the responsibilities of parents of handicapped children in the special education process. Rights include a free appropriate public education, notification regarding evaluation or change in placement, informed consent, independent evaluation, review of all records, participation in the Individualized Education Program (IEP) development, education in the most normal school setting possible, and due process hearings to resolve differences with the school. Responsibilities are also considered, including monitoring the child's progress, keeping records, understanding the IEP, and joining a parent organization. Suggestions are offered to help parents contribute to the IEP process. A list of eight national organizations and six publications on the topic concludes the digest. (CL)

ED 262 498 EC 180 906
Evans, Robert J.
Fostering Peer Acceptance of Handicapped Students. 1984 Digest, Revised and A Minibibliography on Promoting Positive Attitudes toward the Disabled.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-81-0031; 400-84-0010
Note—5p.
Available from—ERIC Clearinghouse on Handicapped and Gifted Children, 1920 Association Dr., Reston, VA 22091 (one free copy).
Pub Type— Guides - Classroom - Teacher (052) — Reference Materials - Bibliographies (131) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Attitude Change, Basic Skills, Cooperation, *Disabilities, *Interpersonal Competence, *Mainstreaming, *Peer Acceptance, Peer Relationship, *Student Attitudes, *Teacher Role
Identifiers—ERIC Digests

The digest addresses, in question-and-answer format, ways to promote peer acceptance of handicapped students. Topics covered include the effects of first impressions on nonhandicapped students and the impact of physical proximity, and the nature of interdependence among students' learning goals and rewards as structured by the teacher. A comparison of the dynamics of a cooperative learning situation and a competitive or individualistic one highlights the ways in which a cooperative situation fosters an atmosphere of trust and higher valuing of classmates. Regular class teachers are urged to teach social skills by carefully planned modeling programs in which accurate information about handicaps replaces fears and prejudice. The importance of teaching handicapped students such skills as accepting responsibility for their actions, following instruction, and resisting peer pressure is stressed. The digest concludes with a note on the importance of individualized instruction for basic skills, time management, study habits, and other skills. An attached bibliography lists 25 sources on the topic. (CL)

ED 261 819 RC 015 452

Muse, Ivan

Excellence in Rural Education: "A Nation at Risk" Revisited. Rural Education Mini Review, 1984.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—18p.

Pub Type— Information Analysis (070) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Educational Change, *Educational Improvement, Educational Needs, Educational Policy, Educational Quality, *Educational Strategies, Elementary Secondary Education, Problems, *Rural Education, Rural Schools, Rural Urban Differences, *Teacher Attitudes, Teacher Education

Identifiers—ERIC Mini Reviews, *National Commission on Excellence in Education, *Nation at Risk (A)

The National Commission on Excellence in Education has challenged educators across the nation to drastically change the course of education during the 1980s. While rural educators share the desire to provide excellence in education, the Commission and the United States Department of Education must recognize the unique characteristics of rural schools and provide appropriately different strategies to enable rural schools to meet the new goals. Rural educators urge national policy makers to recognize diverse rural subcultures, support innovative teacher training programs, develop career ladder and merit pay systems designed to retain quality rural personnel, support more comprehensive inservice training programs, support intermediate educational units, and provide adequate rural special education services support. Problems for rural schools include insufficient funding and inadequate specialists to provide higher level basics, foreign languages, and advanced placement classes recommended as graduation requirements by the Commission. To strengthen programs, rural schools should consider senior student schedules, non-academic programs, classroom time on task, traveling teachers, and community participation. To support rural school reform, policymakers should address recruitment, support, and retention of rural teachers by providing flexible certification requirements, career ladder and merit pay programs, and adequate university teacher training programs. (NEC)

ED 261 818 RC 015 451

Gardener, Clark

Energy Conservation in Small Schools. Small Schools Digest.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Board of Education Role, Community Involvement, *Cost Effectiveness, Elementary Secondary Education, *Energy Conservation, Guidelines, *Policy Formation, *Rural Schools, *Small Schools

Identifiers—Energy Audits, Energy Data Base, *Energy Policy, ERIC Digests

Information concerning methods and available materials for conserving energy is needed by small, rural schools to offset continued increasing energy costs and lack of financial support and technical assistance. The first step in developing an energy conservation policy is to obtain school board commitment and to establish an energy saving policy. Next, an energy coordinator should be appointed and commitment and involvement of school and community members enlisted. An energy audit focusing on human, structural, lighting, mechanical, and special systems should occur and generate data on annual energy costs, climate conditions, and building strengths and weaknesses. Based on the audit, achievable goals should be set. Inexpensive energy conservation practices can include lowering thermostats and water temperatures; removing decorative/unnecessary lights, caulking and/or weatherstripping windows/doors, limiting/consolidating evening activities including custodial work. Conservation methods requiring small capital outlays include installing smaller, well insulated windows, adding vestibules at outside doors; switching to fluorescent, sodium or mercury lamps; planting shade trees; installing heat recovery equipment and attic fans; repairing leaking faucets, repainting/resurfacing roofs to increase reflectiveness; developing vacation shutdown procedures. Energy saving school rescheduling programs, including the successful 4-day week, can be implemented. References and sources of additional information and available materials are provided. (NEC)

ED 261 811 RC 015 421

Lappin, Edward

Outdoor Education for Behavior Disordered Students.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adventure Education, *Behavior Disorders, Camping, Elementary Secondary Education, Field Trips, *Outdoor Activities, *Outdoor Education, Program Effectiveness, *Rehabilitation, *Resource Materials, Special Education, *Therapeutic Recreation

Identifiers—ERIC Digests

Outdoor education programs ranging from simple, near-school activities to lengthy wilderness camping experiences can benefit behavior disorderd students. Studies of outdoor education programs for these students have shown positive effects including improvements in self-concept, social adjustment, academic achievement, and group cohesion. Many types of programs now exist that use the out-of-doors in treating behavior disordered students. They include long-term residential camps, summer programs, day camps, and public school classes that integrate outdoor education into the curriculum areas or combine academic and high adventure programs. With skilled instruction, behavior disordered students can be successful at any number of challenging outdoor activities, e.g., rock climbing, backpacking, canoeing, orienteering, or cycling. Field trips that emphasize nature study or environmental education can also be effective outdoor learning experiences for behavior disordered students. The digest includes nine references and seven sources for further information (curriculum guides, program descriptions, etc.). (JHZ)

ED 261 759 JC 850 554

What Statistical Information Is Available on Two Year Colleges: A Summary of Research Findings. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—5p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Colleges, Information Needs, Information Sources, Research Problems, *Statistical Data, *Two Year Colleges

Drawing from a bibliographic survey of statistical data on two-year colleges, this digest indicates what kinds of data are available, what data are not readily accessible, and the limitations that affect the available information on two-year college finances, curriculum, students, and personnel. The digest recognizes the availability of data on total college expenditures; total enrollment; and the demographic characteristics of students, faculty, and administrators; while alerting users to the lack of data on community services and non-credit programs, student educational intent, student outcomes, and data aggregated by program or curriculum. (LAL)

ED 261 758 JC 850 553

The Current Status of the Associate Degree. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—6p.

Pub Type— Reports - Descriptive (141) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Associate Degrees, *College Curriculum, *Community Colleges, *Educational Attainment, *Educational Trends, Females, Two Year Colleges

An overview is provided, examining the types of associate degrees that are awarded, the number that are awarded, the students who receive them, and the problems related to associate degree curricula. First, a list is provided of the different types of associate degrees awarded, followed by an enumeration of the vocational and non-vocational categories into which these degrees are divided: Arts and Sciences or General Programs for non-vocational degrees, and Data Processing, Health Sciences/Paramedical, Mechanical/Engineering, Natural Science, Business and Commerce, and Public Service for vocational degrees. Next, information is provided on degree awards, indicating that in absolute numbers, 158,000 non-vocational and 276,493 vocational degrees were awarded in 1981-82. The next section looks at trends in the participation of women in associate degree education, showing that since 1976-77, over 50% of the degrees have been earned by women, though most in health, office, and public service occupations. The final section addresses several issues that must be addressed in the future planning of associate degree programs, including the relatively low prestige of the degree, variations among colleges with respect to subject area and unit requirements, the need to keep up with technological advances in vocational curricula, and the transferability of the degree. (EJV)

ED 261 757 JC 850 552

Counting the Reverse Transfer Students. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—6p.

Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Attendance Patterns, College Attendance, *College Transfer Students, Community Colleges, Data Collection, *Educational Trends, *Enrollment Influences, Postsecondary Education, Student Characteristics, Student Educational Objectives, Two Year Colleges, *Two Year College Students

Identifiers—*Reverse Transfer Students

A review is provided of statewide and institutional data reflecting the magnitude and causes of the reverse transfer phenomenon. First, data from California, North Carolina, Illinois, Missouri, and Minnesota are presented, contrasting the numbers of students who transfer from two- to four-year colleges to the sometimes greater number of students transferring from four- to two-year colleges. Next, the digest reviews three research efforts undertaken by individual colleges to identify the characteristics and needs of reverse transfer students, including: (1) a study conducted at Piedmont Virginia Community College (PVCC), which focused on the demographic characteristics and reasons that students with certificates or degrees attend PVCC; (2) a study conducted at Santa Ana College (California) to determine the educational interests and matriculation patterns of students who had previously attended a four-year institution; and (3) research undertaken at the Los Rios Community College District (California), which compared the characteristics and objectives of students with five different educational backgrounds. Finally, the digest offers conclusions about reverse transfers, indicating that: (1) those holding four-year degrees represent one of the most academically able segments of the community college student body; (2) those without a baccalaureate come to the community college for a variety of reasons, only one of which is academic difficulty at the senior institution; and (3) while reverse transfers constitute only a minority of the community college population, their presence is further evidence of the growing complexity of the community college environment. (EJV)

ED 261 756 JC 850 551

Strengthening Transfer Opportunities in the Community College. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—6p.; For the full study report, see ED 255 250.

Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Articulation (Education), College Transfer Students, *Community Colleges, Educational Improvement, *Intercollegiate Cooperation, Student Personnel Services, Teacher Role, *Transfer Policy, *Transfer Programs, Two Year Colleges

As part of a larger study of transfer education conducted by the Center for the Study of Community Colleges, students and faculty were surveyed to determine what community college leaders could do to assist students who want to transfer to four-year institutions and eventually earn a baccalaureate degree. The findings of these surveys resulted in several suggestions for strengthening the transfer function, including: (1) college leaders should communicate the importance of transfer to college constituencies by establishing a high-level administrative position to deal with transfer, commissioning research on the effectiveness of transfer education at the college, and opening communications with senior institutions; (2) the curricula and services of the college should be reorganized to promote transfer more effectively and coordinate the efforts of faculty, administrators, and researchers; (3) the procedural and qualitative aspects of transfer should be improved by such means as revising college catalogs to include transfer requirements, and providing training to help counselors and faculty develop skills in advising potential transfers; and (4) transfer and articulation agreements should be created with senior institutions within the community college's service district. (EJV)

ED 261 755 JC 850 550

Community College Faculty and the Transfer Function: A Critical Analysis. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—6p.; For the full study report, see ED 255 250.

Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Articulation (Education), *College Faculty, *College Transfer Students, *Community Colleges, School Surveys, *Teacher Attitudes, Teacher Behavior, *Teacher Participation, Two Year Colleges, Urban Schools

In spring 1984, as part of a larger study of transfer education in urban community colleges, the Center for the Study of Community Colleges conducted a survey to analyze faculty involvement in the transfer function. A questionnaire was distributed to 444 randomly selected faculty members teaching transfer courses at 24 colleges, requesting information on faculty awareness of student characteristics, faculty interaction with students, how faculty prepare students for the four-year college environment, faculty involvement in transfer-related activities, and faculty attitudes toward transfer and other community college functions. Study findings, based on a 78% response rate, included the following: (1) 67% of the instructors did not have information on student transfer aspirations, 81% had no information on performance on basic skills tests, and 80% had no information on students' employment status; (2) 61% met with students during office hours, yet very few indicated communication with students in other settings; (3) 45% did not use essay exams at all in determining course grades; (4) most faculty engaged in a variety of activities to achieve course equivalency between community colleges and senior institutions; (5) most faculty were not greatly involved in formal transfer activities outside the classroom, but many were involved in less formal ways; and (6) only 19% agreed that the primary function of the community college should be transfer. The study findings suggested that lack of faculty involvement in the transfer function was due to the perception by faculty that transfer education was the domain of administrative personnel, and that transfer education had become a secondary function. (LAL)

ED 261 754 JC 850 549

Assessing Student Degree Aspirations. ERIC Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Aug 85

Contract—400-83-0030

Note—5p.; For the full study report, see ED 255 250.

Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Aspiration, *College Transfer Students, Community Colleges, School Surveys, *Student Attitudes, *Student Educational Objectives, Two Year Colleges, *Two Year College Students, Urban Schools

In spring 1984, a study was conducted by the Center for the Study of Community Colleges to examine various facets of transfer education at urban community colleges. Part of the study focused on the large discrepancy between the number of community college students saying they wanted to earn a bachelor's degree and the actual number who attained the baccalaureate. A survey of students in randomly selected transfer-credit course sections at 22 urban community colleges yielded 1,163 usable responses. Study findings included the following: (1) 74% of the students planned to attain a baccalaureate degree or higher, yet only 54% indicated transfer as their primary reason for attending college; (2) 44% expressed strong feelings about the relative importance of transfer; (3) only 12% could be classified as exhibiting behavior highly indicative of transfer, and most had not taken the initiative in planning for transfer; and (4) students with high transfer attitudes and behaviors were concentrated among those who had completed 45 to 59 units, were attending full-time, and were of traditional college age. The study findings suggested that community colleges concerned with the identification of potential transfer students should collect other data besides planned degree attainment. (LAL)

ED 261 649 IR 011 796

Finkel, LeRoy

Software Copyright Interpretation. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 85

Contract—400-82-0001

Note—3p.; Reading list compiled by Pamela McLaughlin.

Available from—ERIC Clearinghouse on Information Resources, Syracuse University, School of Education, Syracuse, NY 13210 (Free).

Journal Cit—Computing Teacher; v12 n6 p10 Mar 1985

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120) — Journal Articles (080)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, *Computer Software, *Copyrights, *Policy, Policy Formation, Position Papers

Identifiers—Copyright Law 1976, ERIC Digests, *Policy Interpretation, *Software Copying

This digest presents a reprint of an article which addresses the issue of the rights of computer software owners to duplicate materials. A conservative approach to software copyright is taken which looks to how the law will likely be interpreted, rather than waiting for the definitive decision by a court. Three major issues involved with software duplication are discussed: back-up copies, multiple loading or booting from one disk onto multiple machines at the same time, and networks. It is concluded that: (1) although back-up copies (number uncertain) are allowed for use on a second machine in the event the original fails, the copy is not to be used on a second machine at the same time as the original; (2) in the absence of a license that explicitly permits loading multiple computers with the contents from one disk for use at the same time, users would likely be in violation of the copyright law if they did so; and (3) in the absence of a network license, users would likely be in violation of copyright laws if they downloaded a program to multiple stations at the same time from their network. A 13-item reading list completes the digest. (JB)

ED 261 313 CG 018 511

Mills, Carol S.

Parent Involvement in Children's Academic Achievement. In Brief: An Information Digest from ERIC/CAPS.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259 (Free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Counselor Role, Elementary Secondary Education, Microcomputers, Parent Participation, *Parent Role, Parent School Relationship, *Parent Student Relationship, Program Descriptions, *Program Development

Identifiers—ERIC Digests

This digest describes parents' role in student learning, school-based parent training programs, building parent programs, using home computers, and school counselors' role in student achievement. (NRB)

ED 260 945 SE 045 997

Reyes, Laurie Hart Stanic, George M. A.

A Review of the Literature on Blacks and Mathematics. Information Bulletin No. 1, 1985.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-78-0004

Note—9p.; For the conference paper on which this is based, see ED 257 643.

Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Black Achievement, Black Students, Educational Research, Literature Reviews, *Mathematics Achievement, Mathematics Curriculum, *Mathematics Education, Minority Groups, Models, *Racial Differences, Sex Differences, Socioeconomic Influences, Student Attitudes, Teacher Attitudes

This information bulletin reviews the research literature on blacks and mathematics. The amount of research that focuses specifically on race differences in mathematics in an attempt to explain and lessen those differences is small. Research of the past ten years indicates that black students, when compared to white students, take fewer mathematics courses and achieve at a significantly lower level, although the differences are growing smaller. Some factors which may explain why these differences exist are presented, with the focus on race, gender, and social class. A model relating these factors is presented and described. The review of the literature concerns societal influences, teacher attitudes, school mathematics curricula, student attitudes and student achievement-related behaviors, classroom processes, and student achievement. Following the concluding summary, in which directions for future research are also noted, an extensive list of references is included. (MNS)

ED 260 907 SE 045 942

Disinger, John F. Fortner, Rosanne W.

Using Computers for Environmental Education. Information Bulletin No. 3.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, Computer Literacy, Computer Simulation, *Educational Technology, Elementary Secondary Education, Energy Education, *Environmental Education, *Instructional Materials, *Microcomputers
Identifiers—*Environmental Education Research

This bulletin focuses on the role of computer-assisted instruction (CAI) in environmental education programs. The utility of this approach in helping students learn in the cognitive, affective, and/or psychomotor domains is examined and its effectiveness is compared to other instructional devices and methods. Major topics are organized and explained under 10 specific question headings. These are: (1) why computerized instruction?; (2) why computerized simulation?; (3) why simulate?; (4) why time-sharing?; (5) what materials became available?; (6) are energy-related CAI programs available?; (7) what are multi-user computer simulations?; (8) what are the impacts of microcomputers?; (9) have CAI materials proliferated?; and (10) what does research say? An extensive reference list is included (with ED numbers for documents in ERIC). (ML)

ED 260 891 SE 045 907

Suydam, Marilyn N.
The Role of Review in Mathematics Instruction. ERIC/SMEAC Mathematics Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, *Literature Reviews, *Mathematics Education, *Mathematics Instruction, Research Reports, *Review (Reexamination), *Teaching Methods
Identifiers—ERIC Digests, *Mathematics Education Research

The role of review in mathematics instruction is briefly summarized in terms of reasons, timing, and types. Promoting retention is the primary reason for reviewing; continuity, assimilation, diagnosis, learning prerequisites, and confidence are also noted. Research clearly indicates that review should be systematically planned and incorporated into the instructional program at regular intervals. Among the types of review discussed (with some specific examples) are outlining, questioning, testing, group size, homework content, difficulty level, and games. Nine references are included. (MNS)

ED 260 890 SE 045 906

Suydam, Marilyn N.
Achievement in Mathematics Education. ERIC/-SMEAC Mathematics Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type—Information Analysis (070) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, *Educational Assessment, Educational Research, *Educational Trends, Elementary Secondary Education, *Mathematics Achievement, *Mathematics Education, Mathematics Instruction, National Competency Tests, *Testing
Identifiers—ERIC Digests, *Mathematics Education Research

Briefly summarized are results from a report on mathematics assessments in 32 states. The general trend in mathematics achievement is upward, since the mid-1970's in some states and the early 1980's in others. Patterns are noted for addition, subtraction, multiplication, and division with whole numbers; fractions; decimals; numeration; geometry, and problem solving. Major implications are noted, particularly the point that students are scoring relatively well on items dealing with computation with whole numbers, but scores on concepts and problem solving are not as high. Topics on which scores were below the 50 percent level are listed, with some comments on the five topics which occasioned the greatest difficulty. (MNS)

ED 260 884 RC 015 444

Swift, Doug
Facilitating Certification and Professional Development for Small Schools. ERIC Digest: Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—6p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, *Change Strategies, Elementary Secondary Education, Financial Support, Higher Education, *Rural Schools, *Small Schools, *Staff Development, State Departments of Education, *Teacher Certification, *Teacher Education Programs, Teacher Recruitment, Teacher Role
Identifiers—ERIC Digests

Addressing the problems of recruiting and retaining qualified teachers for small and rural schools, this digest outlines improvements that could be made by teacher education programs, state education agencies, school superintendents, and teachers themselves. Suggested guidelines for teacher education programs stress nontraditional approaches that would allow teachers to obtain the multiple teaching endorsements usually needed in small school districts. Suggested delivery systems include the use of telecommunications, weekend courses, correspondence courses, intensive on-campus courses, and rural centers for preservice and inservice teachers. Change strategies proposed for state agencies focus on certification requirements and funding strategies. At the school district level, suggestions include conducting needs assessments among rural small schools and using shared services to provide staff development activities. Teachers are urged to prepare themselves as generalists rather than subject-matter specialists and to recognize the demands of teaching and living in small communities. A list of 10 references is included. (JHZ)

ED 260 883 RC 015 443

Little, Mickey Peterson, Lin
Planning a Class Camping Trip. ERIC Digest: Outdoor Education.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 85
Contract—400-83-0023
Note—14p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adventure Education, *Camping, *Class Activities, Elementary Secondary Education, Followup Studies, Guidelines, Learning Activities, Outdoor Activities, *Outdoor Education, *Planning, *Resource Materials, *Teacher Role
Identifiers—ERIC Digests

A well-planned class camping trip is a learning adventure which develops personal values, generates lifelong learning skills, encourages group cooperation, and enhances knowledge of and appreciation for natural environments. This digest is a guide to help teachers offer this unique learning opportunity to their students. Separate sections present prerequisites for the trip (group goals/objectives); basic considerations (group age, skills, available time, travel modes/distances, weather); activities to provide specific learning expectations; assessment of sites and facilities; and options for grouping adults/students to maintain a 1 to 8-12 ratio. Another section details required advance planning activities: determining goals, preparing activity schedules, reviewing camping skills, training adult leaders, scheduling transportation, reserving camp sites, determining costs, collecting payments, preparing for weather and emergency situations, making a kaper chart to distribute camp chores, choosing menus, securing food supplies, procuring camping equipment, reviewing safety procedures, making emergency plans, defining/discussing group rules and regulations, and determining school policies and procedures. A section suggests follow-up activities: continuing classroom learning experiences, cleaning and returning equipment, writing thank-you notes, and preparing written student and adult evaluation reports. A final section lists resources for finding information on camping skills, trip planning, adventure activities, recreation programs, touring, program administration, etc. (NEC)

ED 260 874 RC 015 424

Helge, Doris
Planning Staff Development Programs for Rural Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Educational Technology, Elementary Secondary Education, Faculty Development, *Information Sources, Inservice Education, Needs Assessment, Program Content, *Program Design, *Rural Education, *Staff Development, Teacher Educator Education, *Teacher Improvement
Identifiers—ERIC Digests

An effective staff development program for rural teachers will have identified the needs to be met, will incorporate good management principles, and will make use of a variety of resources–the community itself, nonprofessional staff, business and industry, and shared teaching efforts. Distinctive staff development needs of rural teachers may include obtaining specialized teaching resources; mastering use of "high-tech" innovations; integrating rural-focused content into curricula; securing funding and equipment; involving the community; relating with parents, peer professionals, and community members; and providing for special need students. Good staff development programs should incorporate a broad definition of staff development, ensure that relevant personnel at all levels are trained, develop partnerships to secure additional resources, and use low cost or free staff development tools. Effective rural staff development practices are use of system-wide models, use of specific technological approaches to meet special needs, and focus on individual teacher needs. A variety of rural staff development resources including journals, reports, reviews, and inservice modules are available through the ERIC Clearinghouse on Rural Education and Small Schools, Rural Education Association, American Council on Rural Special Education, and National Rural Development Institute. Addressess and publications/services of these agencies are provided. (NEC)

ED 260 873 RC 015 420

Lee, Connie L.
Outdoor Education Activities for Elementary School Students.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Art Activities, Discovery Learning, Educational Philosophy, Elementary Education, *Elementary School Curriculum, Environmental Education, Experiential Learning, Health Education, *Interdisciplinary Approach, Language Arts, *Learning Activities, Mathematics, Music Activities, *Outdoor Activities, *Outdoor Education, Science Activities, Social Studies

Identifiers—ERIC Digests

Outdoor education is an informal method of teaching and learning which offers opportunities for elementary school students, regardless of intellectual abilities, to learn about and appreciate their environment and acquire skills with which to enjoy a lifetime of creative, productive, and healthful living. Outdoor education can enrich, vitalize, and complement all content areas of school curriculum by means of first-hand observation and direct experience out-of-doors. School grounds, regardless of locale, can afford learning opportunities. This publication discusses the need for and focus of outdoor education, outlines six school ground activities adaptable to any elementary grade level, and provides specific language arts, social studies, science, health, mathematics, art, and music projects for each outdoor activity. The outdoor activities include: marking shadows at different time intervals; collecting insects and other animals; observing the flagpole; observing a partly cloudy sky; and observing birds near feeders or shrubs. Interdisciplinary activities suggested from a visit to the school parking lot include composing words from license plate letters, determining distances to capital cities of states represented by cars in the parking lot, suggesting parking lot safety rules, computing parking lot size, designing a car using basic shapes and colors, and composing a song or rhythmic reading. (NEC)

ED 260 872 RC 015 417

Binder, Eugene

Alternative Funding Sources for Migrant Education.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, *Educational Finance, Elementary Secondary Education, Federal Aid, Financial Needs, *Financial Support, *Fund Raising, *Migrant Education, Migrant Programs, *Private Financial Support, Resource Allocation, State Aid

Identifiers—*Elementary Secondary Education Act Title I, ERIC Digests

Despite 1983 Elementary and Secondary Education ACT (ESEA) Title I federal funding of over $255 million for more than 3,000 projects for some 600,000 migrant children and youth, there is still need for alternate funding sources to overcome spiraling inflation and increasing program costs and numbers of eligible children. Other federal, state, local, and private sector agencies that have traditionally served the poor, disadvantaged, and other special-need populations could also serve migrant students. Potential sources include the amended Chapter I and Chapter II of TItle I ESEA; Title VII ESEA bilingual funds; 27 federal agencies listed in the Federal Catalog of Domestic Programs as having funding priorities for migrants; states' Title I set-aside monies; state agencies for employment, training, health and human services, and agriculture; and local service agencies funded by economic development block grant monies or United Way dollars. Tapping private sector resources requires appropriate long range, coordinated planning and sustained effort including the following six steps: identifying alternative funding sources using tools like the Foundation Directory; researching sources to identify common interests; determining how to approach the source; cultivating new sources; acknowledging sources for past services on similar populations; and thanking sources for donated time and effort. (NEC)

ED 260 871 RC 015 414

Gardener, Clark Quezada-Aragon, Manuela L.

Undocumented Children: An Ongoing Issue for the Public Education System.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Access to Education, *Educational Finance, Educational Legislation, *Educational Policy, Elementary Secondary Education, Enrollment, Program Costs, Program Development, *Public Education, School Districts, State Legislation, Student Characteristics, *Undocumented Immigrants

Identifiers—ERIC Digests, *Undocumented Students

The issue of providing public education for undocumented students (children of foreign-born persons who reside and/or work in the United States without proper permission from immigration authorities) is receiving current attention for two major reasons: (1) fear that the financial burden on local taxpayers will increase in areas with increasing concentrations of undocumented students; and (2) Supreme Court declaration that Section 21.031 of Title I of the Texas Education Code, which denies reimbursement of funds to local school districts for educating undocumented children, is unconstitutional. While Texas estimates $85 million a year is spent to educate undocumented students and Los Angeles estimates annual expenditures of $415 million, the question of the actual cost of educating undocumented students continues because most states lack actual enrollment figures. The cost of developing and implementing programs for undocumented children depends upon district characteristics (numbers of students, taxable property per pupil, teacher linguistic characteristics, presence of programs for limited-English-speaking students, pupil-teacher ratios, historical enrollment patterns, status of physical facilities, and proximity to migration streams used by undocumented persons) and student characteristics (numbers, age dispersion, geographic dispersion, English fluency, prior educational experiences, length of presence in this country, and socioeconomic status). (NEC)

ED 260 870 RC 015 413

Rodriquez, Irene V.

Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Higher Education, *Hispanic Americans, *Incentives, *Mathematics Teachers, Motivation Techniques, *Science Teachers, Teacher Education, *Teacher Recruitment

Identifiers—ERIC Digests

This digest reviews a variety of strategies that might be employed by school districts, teacher education institutions, and state educational agencies to attract, train, and retrain Hispanic teachers in math and science. The need for long-term solutions is discussed. Five action-oriented steps to attract Hispanic high school graduates into the teaching profession include identifying talented Hispanic high school students, developing their interest in teaching, locating and engaging "master" teachers, arranging significant student-teacher contact, and providing incentives for students to participate in special programs. Adaptations of recommendations by Franz, Aldridge, and Clark are also listed. Short-term solutions are listed, e.g., providing readily available opportunities for recertification, offering improved working conditions, offering teachers financial assistance during additional years of college preparation, providing summer jobs in industry, recruiting part-time instructors from other segments of society, and borrowing skilled professionals from industry. Options for financing programs for youths in teacher education programs and for Hispanic teachers currently employed or underemployed are presented. (PM)

ED 260 869 RC 015 412

Tippeconnic, John W., III

Public School Administration on Indian Reservations.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-83-0023

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Administrator Responsibility, Administrator Role, *American Indian Education, *American Indian Reservations, Elementary Secondary Education, Enrollment, *Information Sources, *Public Schools, Rural Areas, Urban Areas

Identifiers—ERIC Digests

In addition to presenting a brief picture of the public school administrator on an Indian reservation, this digest identifies some issues and problems, suggests ways for administrators to deal with those problems, and provides possible resources which can be of assistance. After citing public school enrollment at 176,000 Indian students attending 800 public schools on or near reservations, special challenges faced by the administrator are described. Some challenges include the additional responsibilities of working on or near reservations, isolation of some communities, staffing problems due to isolation, community interaction and communication, integration of language and cultural education into the regular curriculum, understanding the impact of federal policy, and understanding tribal policy. Educational standards, funding, public relations, staffing, and student attendance are identified as major issues. Recomendations emphasize analyzing these issues from educational, economic, political, and cultural perspectives. Special resources available are cited including the Bureau of Indian Affairs, the Department of Education, national organizations, journals, the ERIC Clearinghouse on Rural Education and Small Schools, and the Bilingual Clearinghouse. (PM)

ED 260 370 CG 018 472

Johnston, Joe A. Heppner, Mary J.

Adult Career Development: An Overview. Highlights: An ERIC/CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Development, *Adults, *Career Development, Delivery Systems, Educational Trends, Employment Patterns, Interest Inventories, Research Problems

Identifiers—ERIC Digests

This digest discusses demographic, technological and other factors influencing adult career development and describes new career services, assessment instruments, and interventions for adults. Problems with research in the area of adult career development are noted. (MCF)

ED 260 369 CG 018 471

Benjamin, Libby

Creativity and Counseling. Highlights: An ERIC/-CAPS Fact Sheet.

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0014

Note—3p.

Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counseling, *Counseling Techniques, *Creativity, Creativity Research, *Psychological Characteristics, Research Needs, Research Problems
Identifiers—ERIC Digests

In this fact sheet creativity is defined and stages in the creative process and characteristics of creative persons are discussed. Research approaches to creativity and blocks to the creative process are described. Six creative approaches to integrating creativity into counseling are delineated. (MCF)

ED 260 368 CG 018 470

Frenza, Mary
Selected Issues in Elementary Guidance. Highlights: An ERIC/CAPS Fact Sheet.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—3p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, Elementary Education, Elementary School Students, Intervention, *One Parent Family, School Counselors, *School Guidance, *School Phobia, *Transient Children
Identifiers—ERIC Digests, *Latchkey Children

This fact sheet discusses the role of the school counselor in interventions for school phobia, transient and latchkey children, and children from single parent families. (MCF)

ED 260 367 CG 018 469

Herbert, Deborah, Comp.
Eating Disorders: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adolescents, *Anorexia Nervosa, *Counseling Techniques, *Family Characteristics, Females, Incidence, *Psychological Characteristics
Identifiers—*Bulimia, *Eating Disorders, ERIC Digests

This digest describes the characteristics and extent of anorexia and bulimia, and provides psychosocial and family profiles of the victims. The role of counseling programs in treating these disorders is discussed. (BH)

ED 260 366 CG 018 468

Walz, Garry R.
Counseling and Educational Excellence: A Response to "A Nation at Risk". In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Career Planning, *Cognitive Style, *Counselor Role, *Educational Improvement, *Educational Quality, Elementary Secondary Education, Guidance Programs, *Professional Development, Program Design, Program Evaluation, *School Counseling, Student Needs
Identifiers—ERIC Digests, *National Commission on Excellence in Education

This digest focuses on the contributions counselors can make to help schools achieve educational excellence and enhance both the quantity and quality of student learning. (BH)

ED 260 365 CG 018 467

Bleuer, Jeanne, Comp.
Assessing School Counselor Performance. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Accountability, *Counselor Evaluation, *Counselor Performance, *Evaluation Criteria, *Evaluation Utilization, Measurement Techniques, *School Counselors
Identifiers—ERIC Digests

This digest identifies the issues which must be addressed to make instruments and procedures for assessing school counselor performance efficient, fair, valid, and useful. (BH)

ED 260 364 CG 018 466

Lachance, Laurie, Comp.
Adolescent Substance Abuse: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adolescents, *Counseling Techniques, *Drug Abuse, *Drug Addiction, Family Problems, Incidence, Intervention, *Prevention, School Policy, Secondary Education
Identifiers—ERIC Digests

This digest defines drug abuse and examines ensuing family problems, methods of intervention and treatment, school related problems, and prevention of chemical dependency. (BH)

ED 260 363 CG 018 465

Clements, Judy, Comp.
Older Adults: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Counseling, *Adult Education, *Aging (Individuals), Career Counseling, Counseling Techniques, *Counselor Role, *Group Counseling, Individual Needs, *Older Adults, Preretirement Education, Retirement
Identifiers—ERIC Digests

This digest focuses on some special concerns of the elderly such as employment issues, retirement, problems of aging, and continuing education, and discusses ways counselors can help. (BH)

ED 260 362 CG 018 464

LeRoy, Barbara, Comp.
Unemployed Youth: Counseling Issues. In Brief: An Information Digest from ERIC/CAPS.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0014
Note—2p.
Available from—ERIC/CAPS, 2108 School of Education, The University of Michigan, Ann Arbor, MI 48109-1259.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Counselor Role, *Education Work Relationship, Individual Needs, *Intervention, On the Job Training, School Business Relationship, *Unemployment, *Vocational Adjustment, *Youth, Youth Problems, Youth Programs
Identifiers—ERIC Digests

This digest examines reasons for youth unemployment and its effects, the counselor's role in school-to-work transitions, vocational adjustment, intervention strategies, and current needs. (BH)

ED 259 941 SE 045 914

Blosser, Patricia E.
Attitude Research in Science Education. Information Bulletin. No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—9p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Attitude Change, *Attitude Measures, *Attitudes, Elementary Secondary Education, Higher Education, Literature Reviews, *Research Methodology, Research Needs, *Science Education, *Scientific Attitudes, Student Attitudes, Teacher Attitudes
Identifiers—ERIC Digests, *Science Education Research

This information bulletin provides an overview of some of the documents that were identified as a result of limited searches of the literature related to science education attitude research and highlights some of the problems and concerns involved in this research. Major areas considered include: (1) problems of defining scientific attitudes; (2) attitudes toward science; (3) attitude measurement techniques; (4) methodological issues; (5) Hugh Munby's investigation of attitude measurements ("An Investigation into the Measurement of Attitudes in Science Education"); (6) recommendations for improving attitude research; and (7) implications. A list of references cited (with ED numbers for documents in "Resources in Education") and related references is included. (JN)

ED 259 940 SE 045 913

Disinger, John F.
Instruction in Awareness of Environmental Issues. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environmental Education, Field Trips, *Instructional Improvement, Integrated Curriculum, *Interdisciplinary Approach, *Perception, *Values Clarification
Identifiers—*Environmental Education Research, *Environmental Issues, ERIC Digests, Wilderness

This digest contains an abridgment of a section of a chapter on "Environmental Education Research Related to Issue Awareness" from the 1984 National Commission for Environmental Education Research (NCEER) Report. The paper was prepared by Randall Wiesenmeyer, Maureen Murrin, and Audrey Tomera. Only the section of the paper dealing with instructional strategies for developing awareness of environmental issues is provided. Major areas considered include: (1) use and abuse of wilderness; (2) interdisciplinary approaches; (3) values orientation; (4) integrated curriculum; and (5) research conclusions. A list of references (with ED numbers for documents in ERIC) is included. (ML)

ED 259 939 SE 045 912
Blosser, Patricia E.
Meta-Analysis Research on Science Instruction. ERIC/SMEAC Science Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Classroom Techniques, Elementary School Science, Elementary Secondary Education, Inquiry, *Meta Analysis, *Science Education, *Science Instruction, Secondary School Science, *Teaching Methods
Identifiers—ERIC Digests, *Science Education Research

This digest provides an overview of several meta-analysis studies which focused on various aspects of science instruction. These studies examined: productive factors in science learning for grades 6 through 12; quality and quantity of instruction; effects of various teaching strategies on science achievement; instructional systems in science education; inquiry teaching and advance organizers; and other areas. Some possible generalizations from these studies are included. For example, it is noted that instructional techniques which help students focus on learning (preinstructional strategies, increased structure in the verbal content of materials, use of concrete objects or realism) are effective in promoting student achievement in science. (DH)

ED 259 938 SE 045 911
Blosser, Patricia E.
A Review of "Research Within Reach: Science Education." ERIC/SMEAC Science Education Digest Number 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.; For "Research within Reach," see ED 247 148.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Curriculum Development, *Educational Objectives, Elementary Secondary Education, Evaluation, Higher Education, *Learning, Microcomputers, *Science Course Improvement Projects, *Science Education, *Science Instruction, Student Attitudes, Teacher Education, *Teaching Methods
Identifiers—ERIC Digests, *Science Education Research

This digest provides information about "Research Within Reach: Science Education. A Research-Guided Response to the Concerns of Educators," part of a series produced by the Appalachia Educational Laboratory, Inc., Charleston, West Virginia. (Previous volumes in the series focused on reading, elementary mathematics, oral and written communication, and secondary school mathematics.) This information includes: (1) aim of the research within the series and document format; (2) topic areas considered in the four sections of the document (science education curriculum and goals, teaching and learning, a context for science education, and perspective papers); (3) comments on the document's eight chapters; and (4) concluding comments about the document along with several caveats. (JN)

ED 259 937 SE 045 910
Blosser, Patricia E.
Some Implications for Science Education from National Reports. ERIC/SMEAC Science Education Digest Number 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Biology, Chemistry, *Educational Objectives, *Elementary School Science, Physics, Reports, *Science Education, *Science Instruction, *Secondary School Science, *Teacher Education, Time Factors (Learning)
Identifiers—ERIC Digests, *Excellence in Education

A number of documents were written in 1983 by groups seeking to improve American education. This digest was developed to review and examine some of the common themes (as they pertain to science education) from these documents. They are: (1) "A Nation at Risk"; (2) "Educating Our Citizens: The Search for Excellence"; (3) "Action for Excellence"; (4) "Educating Americans for the 21st Century"; and (5) "Images of Science." The digest includes: (1) a discussion of implications related to standards, time for instruction, and curriculum (noting that all documents urge increased rigor in education); (2) lists of desired science instruction outcomes for grades K-6, for grades 7 and 8, for biology, for chemistry, and for physics; and (3) a discussion of implications for teacher education. (JN)

ED 259 936 SE 045 909
Disinger, John F.
Studying the Future Through Environmental Education. Environmental Education Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Environmental Education, *Futures (of Society), Global Approach, Literature Reviews, Population Growth, *Prediction, Quality of Life, *Technological Advancement, Trend Analysis
Identifiers—ERIC Digests, *Science and Society

This digest reviews briefly several futures-oriented efforts of pertinence to educational endeavors, focusing primarily on their environmental aspects. These efforts are considered under headings in the form of six questions. They are: (1) Are future studies scientific? (2) How are projections developed? (3) What do recent futuristic projections suggest? (4) How valid are such projections? (5) How can alternative futures be approached? and (6) Are resource/environment considerations really necessary? Selected references are included and suggestions for identifying additional resources are offered. (ML)

ED 259 935 SE 045 908
Disinger, John F.
Field Instruction in School Settings. ERIC/SMEAC Environmental Education Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-78-0004
Note—3p.
Available from—SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, OH 43212 ($1.00).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, *Attitude Change, Educational Research, Elementary Secondary Education, *Environmental Education, *Field Instruction, *Field Trips, Higher Education, Literature Reviews, Outdoor Activities, *Science Education, Teaching Methods
Identifiers—*Environmental Education Research, ERIC Digests

This digest focuses on field instruction in school settings. Major areas considered include: (1) factors contributing to the paucity of field activities; (2) whether teacher commitment to the concept of field instruction exists; (3) research on affective-realm educational values of field instruction; (4) research on cognitive-realm educational values of field instruction; and (5) the availability of "how to" information for teachers involved in planning and implementing field instruction. A list of 15 references (with ED numbers for documents in the ERIC database) is included. (JN)

ED 259 875 RC 015 423
Swift, Doug
Finding and Keeping Teachers: Strategies for Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—NIE-400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Administrator Responsibility, Definitions, Elementary Secondary Education, *Faculty Mobility, *Incentives, Rural Schools, *Small Schools, Teacher Housing, *Teacher Persistence, *Teacher Recruitment, Teacher Salaries
Identifiers—ERIC Digests

Recruiting and retaining qualified, competent teachers is an ongoing problem for small school administrators. The reasons for high turnover are numerous and complex, e.g., preservice preparation is presently more suitable for large, metropolitan schools than for small, rural schools; career orientations fail to recognize that experience in small schools advances future plans and goals; and there may be a mismatch of personal value systems and rural lifestyles. Incentives for teachers to accept employment and to remain in small schools are varied and frequently innovative. Some are of no or low cost and are within existing resources; others require additional funds which may be obtainable only through legislative action, voter participation, or local largesse. Superintendents, school boards, and communities must exercise their creativity in recruiting and retaining good teachers and must work cooperatively to secure the additional funding required to meet the need for a competent and stable teaching staff. This digest defines the small school and discusses the following: reasons for high teacher turnover, old and new recruitment strategies, the housing problem, intrinsic advantages of small schools, salary and related incentives, retention activities, payment for incentives, and mutual support among small school districts. (NQA)

ED 259 874 RC 015 422
Hanuske, Sarah
Shared Services for Rural and Small Schools.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—83
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Change Strategies, Consortia, Cooperative Programs, *Educational Cooperation, *Educational Trends, Elementary Secondary Education, *Rural Schools, *Shared Services, *Small Schools
Identifiers—ERIC Digests

As school populations decline and costs rise due to inflation, rural and small schools are turning to shared services in order to keep community schools open, meet federal mandates, and improve educational opportunities. Sharing ventures may be for limited purposes, such as sharing a physics teacher or having a joint drama production, or for more permanent programs such as a regional vocational education or media center. Guidelines for successful service sharing programs include joint planning by participating districts, clearly written objectives, voluntary participation, and equitable cost sharing. At the regional level, financing and staff recruitment are typical problems facing service sharing agencies. Among school districts, problems are related to issues such as school calendars, scheduling, transportation, teacher benefits, and local pride. Shared ventures can expand curriculum offerings, maintain a balanced staff, and decrease expenditures through joint purchasing and sharing of supplies, equipment, and staff salaries. A list of eight references available from the ERIC Document Reproduction Service is appended. (JHZ)

ED 259 873 RC 015 419
Arnold, John D.
Out of the Fields and Into Computers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 85
Contract—400-83-0023
Note—4p.
Pub Type— Reports - Descriptive (141) — Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Data Processing Occupations, *Job Training, *Migrant Adult Education, Migrant Programs, *Migrant Workers, Program Descriptions, *Retraining
Identifiers—ERIC Digests, Portable Practical Educational Preparation Inc AZ

Program rationale, goals, and strategies are outlined in this description of Arizona-based centers which trained migrant workers in the use of microcomputers for business and clerical applications. Topics include the need to create new jobs for displaced farm workers, the assets farm workers bring to the business world, the training-related problems encountered, and the ways of supporting migrant workers placed in new jobs. Included is a brief history of the training agency, Portable Practical Educational Preparation-Training for Employment Centers (PPEP-TEC), and a list of six related references. (JHZ)

ED 259 872 RC 015 416
Rios, Betty Rose D.
Migrant Education: A Quick Look at ERIC.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Clearinghouses, *Databases, Elementary Secondary Education, *Information Retrieval, *Information Services, *Migrant Education, Postsecondary Education, Reference Services, Search Strategies
Identifiers—*ERIC, *ERIC Clearinghouse on Rural Education Small School, ERIC Digests

Written for potential users of ERIC, this digest provides basic facts about the information storage and retrieval system, the migrant education materials available, and the role of the ERIC Clearinghouse on Rural Education and Small Schools (ERIC/CRESS). The following questions are answered: (1) what is ERIC and how does it work; (2) what retrieval terms should be used to find migrant education materials; (3) what types of publications will be found and what audiences will be addressed in ERIC documents about migrant education; (4) where do migrant documents in ERIC come from; and (5) how can ERIC/CRESS assist the person seeking information? Practical suggestions are made for successful computer searches. These include limiting the search to specific years, specific authors, certain kinds of literature, or geographic regions of interest. (JHZ)

ED 259 871 RC 015 411
Benally, Elaine Roanhorse
American Indian Children's Literature: An Update.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0023
Note—4p.
Pub Type— Reference Materials - Bibliographies (131) — Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*American Indian Culture, *American Indian Education, *American Indian Literature, American Indians, American Indian Studies, *Childrens Literature, Cultural Activities, Cultural Awareness, Elementary Education, *Instructional Materials, Parent Materials, *Resource Materials, Tribes
Identifiers—ERIC Digests

An annotated, selective list of reading materials for children and instructional aids for parents, teachers, and librarians is presented in this digest. The 24 entries, many written by American Indians, are drawn from a variety of sources and deal with tribes from several regions. Many of the materials are intended to help American Indian children and parents gain a positive concept of themselves and their heritage and to promote among non-Indian children and educators a greater understanding and appreciation for the American Indian people and their culture. Each entry includes author, title, date, number of pages, source, and a brief annotation. Most entries are available in ERIC collections. (JHZ)

ED 259 455 EA 017 915
Gushee, Matt
Student Discipline Policies. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Twelve.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Corporal Punishment, Court Litigation, *Discipline, *Discipline Policy, Discipline Problems, Elementary Secondary Education, Expulsion, Legal Problems, Policy Formation, School Law, *School Policy, Student Behavior, *Student Rights, Student School Relationship, Suspension
Identifiers—ERIC Digests

Educational policy makers and administrators must choose from a bewildering variety of discipline models and techniques. Legal intervention and contradictory research findings further complicate the matter. There is, therefore, no cut-and-dried solution to student behavior problems. Rather, discipline policies must be based on community values, and on administrators' best judgment of students' welfare. Policy recommendations emerging from the literature include (1) the need for accurate data on student behavior prior to setting policy; (2) involvement in policy making by all groups affected by it (i.e. students, teachers, parents, and community members); (3) clear definition of undesirable student behavior; (4) flexibility, to allow for different situations; (5) clear communication via a readable and well-designed student handbook; and (6) consistent enforcement. (TE)

ED 259 454 EA 017 914
Ellis, Thomas I.
Class Size. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eleven.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Classroom Environment, *Class Size, Cost Effectiveness, Crowding, *Educational Policy, Elementary Secondary Education, *Meta Analysis, *Small Classes, Teacher Morale, *Teacher Student Ratio
Identifiers—Educational Research Service, ERIC Digests

Research indicates that the relationship between class size and instructional effectiveness depends on a multitude of related variables, such as age level of students, subject matter taught, and instructional methods used. Recent statistical syntheses of this research reveal that the instructional benefits of smaller classes are most significant for classes with under 20 students; between 25 and 40 students, class size has little overall effect on educational quality. (TE)

ED 259 453 EA 017 913
Ellis, Thomas I.
Merit Pay for Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Ten.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ER[illegible] Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Compensation (Remuneration), Cooperative Planning, *Differentiated Staffs, Elementary Secondary Education, Master Teachers, *Merit Pay, *Personnel Policy, Program Development, *Recognition (Achievement), Teacher Administrator Relationship, Teacher Salaries
Identifiers—ERIC Digests

The success of a merit pay program depends primarily on careful, cooperative planning involving all constituencies who will be affected, so that the resulting plan is affordable, acceptable to teachers, and adapted to the needs of the district. Criteria for awards should reflect the goals of the program, and should be applied fairly and consistently by trained evaluators. Failure of merit pay programs normally results from ambiguous or inconsistent standards, remote or authoritarian planning, or arbitrary award determinations (all of which engender teacher opposition), or from unforeseen administrative complexities and budget limitations. (TE)

ED 259 452 EA 017 912
Ellis, Thomas I.
Teacher Competency: What Administrators Can Do. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Nine.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Inservice Teacher Education, Screening Tests, Staff Development, *Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Recruitment, Teacher Salaries, *Teacher Supervision, Test Validity
Identifiers—ERIC Digests

Recent concern for the quality of education has placed pressure on school administrators to assess and upgrade the competency of their teaching staff.

No simple formula exists for measuring teacher competency, however, nor are any new methods guaranteed to improve the quality of instruction. Nevertheless, through a combination of clinical supervision, teacher evaluation, inservice education, incentive programs, and instructional leadership, administrators can upgrade the competency of their staff and increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms. (TE)

ED 259 451 EA 017 911
Ellis, Thomas I.
Microcomputers in the School Office. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Eight.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computers, Computer Software, *Data Processing, *Educational Administration, Elementary Secondary Education, Information Networks, Information Storage, Interschool Communication, *Management Information Systems, Man Machine Systems, *Microcomputers, Organizational Communication, School Security
Identifiers—ERIC Digests, Local Area Networks

Microcomputers can vastly improve the efficiency of data management, data analysis, and communications in the school office, but implementation should be carefully planned, with attention to relative cost for benefits obtained, appropriateness of software and hardware, and potential security risks. (TE)

ED 259 450 EA 017 910
Ellis, Thomas I.
Extending the School Year and Day. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Seven.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Cost Effectiveness, Elementary Secondary Education, *Extended School Day, *Extended School Year, Instructional Improvement, School Effectiveness, *Time Factors (Learning), *Time Management, *Time on Task
Identifiers—ERIC Digests

Arguments for lengthening the school day and/or school year are predicated on the notion that more time devoted to learning will yield proportionally higher achievement scores. Research reveals, however, that the correlation between time and achievement is far slighter than expected. The quality of instructional time is more important than quantity; moreover, the costs of extending school time are disproportionate to any resulting instructional gains. (TE)

ED 259 449 EA 017 909
Ellis, Thomas I.
Motivating Teachers for Excellence. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Six.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Secondary Education, Incentives, Inservice Teacher Education, Job Satisfaction, Need Gratification, Participative Decision Making, Professional Recognition, Rewards, Self Actualization, Teacher Administrator Relationship, Teacher Evaluation, *Teacher Morale, *Teacher Motivation, *Teaching (Occupation)
Identifiers—ERIC Digests

Teachers are primarily motivated by intrinsic rewards such as self-respect, responsibility, and a sense of accomplishment. Administrators can therefore boost morale and motivate teachers to excel through participatory governance, inservice education, and systematic, supportive evaluation. (TE)

ED 259 448 EA 017 908
Ellis, Thomas I.
Dismissing Incompetent Teachers. ERIC Clearinghouse on Educational Management: ERIC Digest, Number Five.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0013
Note—3p.
Available from—Publication Sales, ERIC Clearinghouse on Educational Management, Center for Advanced Technology in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Responsibility, *Due Process, Elementary Secondary Education, Teacher Administrator Relationship, *Teacher Discipline, *Teacher Dismissal, *Teacher Evaluation, Teacher Improvement
Identifiers—ERIC Digests

Dismissing incompetent tenured teachers is a difficult and time-consuming task. Contrary to popular opinion, however, that task is not impossible. Effective dismissal of incompetent teachers requires thorough, valid, and well-documented evaluation procedures, appropriate remediation efforts, and a fair hearing prior to dismissal. (TE)

ED 259 217 CE 041 959
Naylor, Michele
Role of Vocational Education in Transition Services for Handicapped Youth. Overview. ERIC Digest No. 47.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Articulation (Education), Cooperative Planning, Coordination, Delivery Systems, Demonstration Programs, *Disabilities, Educational Benefits, *Educational Cooperation, Education Work Relationship, Elementary Secondary Education, Federal Legislation, Linking Agents, Postsecondary Education, School Business Relationship, *School Role, *Special Education, *Transitional Programs, *Vocational Education

Vocational education, special education, and vocational rehabilitation are the three primary providers of school-to-work transition services to handicapped youth. Each of these three sectors has a vital role to play in the following aspects of transition services: identification, assessment, individualized program planning, program implementation and training activities, service delivery systems, employment services, and architectural barrier removal. By working to coordinate and avoid unnecessary duplications in their services, vocational and special educators and vocational rehabilitation practitioners can achieve substantial cost savings, reduce gaps in service, maintain continuity in services to clients, share state-of-the-art information and approaches, and develop joint political action campaigns. To improve coordination among the three primary providers of transitional services to disabled youth, practitioners and policymakers must work to resolve conflicting pieces of pertinent Federal legislation, address problems relating to duplication of services, obtain increased cooperation of business, and develop linkages on a one-to-one level. Various exemplary programs addressing current problems in coordinating transition services do exist and are described in the literature on transitional services for handicapped youth. (MN)

ED 259 216 CE 041 958
Naylor, Michele
Jobs of the Future. Overview. ERIC Digest No. 46.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Needs, Education Work Relationship, Elementary Secondary Education, Employment Patterns, *Employment Projections, *Futures (of Society), *Job Training, *Labor Market, Lifelong Learning, Needs Assessment, Postsecondary Education, School Business Relationship, School Role, Skill Development, Technological Advancement, Technological Literacy, Transfer of Training, Trend Analysis, *Vocational Education

Although 6 of the 20 fastest growing occupations are associated with high technology, only about 7 percent of all new jobs projected for the remainder of the century will be in high-tech areas. Bureau of Labor Statistics data indicate that far more job openings will occur in low- and entry-level occupations than in highly skilled or professional occupations. Many analysts feel that it is still impossible to assess the impact of high technology on the labor market of the future and it seems highly unlikely that individuals will be able to hold the same job for the 40 or 50 years of their working lives. Therefore, vocational educators should concentrate on providing students with sound training in the basic and transferrable skills, encouraging student participation in a system of recurrent or lifelong education, and developing a program of technological literacy education that would begin in the elementary grades and extend through the postsecondary grades. Most planners agree that, even at the postsecondary level, vocational educators should emphasize development of transferrable skills and should, for the most part, leave job-specific training to those industries hiring vocational graduates. (MN)

ED 259 215 CE 041 957
Thiel, Kathleen K.
Reentry Programs for Dropouts in Adult Settings. Overview. ERIC Digest No. 45.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—85
Contract—400-84-0004
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Adult Programs, Adult Students, Continuing Education, Delivery Systems, *Dropout Characteristics, *Dropout Programs, Educational Needs, *Educational Practices, Educational Strategies, High School Equivalency Programs, Outreach Programs, Postsecondary Education, *Reentry Students, Student Characteristics, Student Needs, Technical Education, Two Year Colleges

Besides having to cope with the usual pressures associated with the transition to adulthood, dropouts must deal with the stigma attached to the fact that they are school dropouts. Research reveals that, for a variety of socioeconomic and psychological reasons, dropouts are generally less able to plan, less willing to work hard, and less skilled in writing. Programs available for out-of-school youths range from those sponsored by community colleges and public schools to those offered by educational agencies in conjunction with employment and training programs. Three particularly noteworthy types of reentry programs for dropouts in adult settings are programs sponsored by technical schools, outreach programs, and continuing education high school programs. In general, successful programs for young adults reentering the educational system are sensitive to the stresses faced by young adults, possess a warm and flexible environment, provide a clear understanding of what teachers expect of students, offer individual counseling and curricula relevant to individual student needs, and offer students continuous constructive feedback. (MN)

ED 259 214 CE 041 956

Naylor, Michele

Distance Education. Overview. ERIC Digest No. 44.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Comparative Analysis, Consortia, Cooperative Planning, Cooperative Programs, *Delivery Systems, *Distance Education, Educational Cooperation, Educational Equipment, Educational Media, *Educational Practices, *Educational Technology, Educational Trends, Futures (of Society), Material Development, Participation, Postsecondary Education, Program Design, Shared Services, Student Characteristics, *Telecommunications

Identifiers—Great Britain, United States

Technological advancement has both facilitated and necessitated the development of distance education programming. In developing nations, distance education is often used to provide traditional education like that usually available in conventional institutions in the Western world. Whereas distance education in the Soviet Union focuses on improving productivity in the workplace, it is used in the United States to provide extension courses, adult basic education, regular postsecondary education programming, and professional continuing education. Since its beginnings at the University of Wisconsin in 1919, distance education has encountered many obstacles. Included among the media used to provide distance education are teletext, videodiscs, sideband FM transmission, cable television, and instructional television fixed service (ITFS). Of increasing popularity in the United States is the telecourse-an instructional program usually produced by a community college that involves video and printed materials and that generally relies on an array of support services, including computer-assisted counseling and testing, teleconferencing, and appointments with tutors. Although distance education has been slow to find widespread acceptance in the United States, research does document its effectiveness as an instructional form. (MN)

ED 259 213 CE 041 955

Naylor, Michele

Organized Labor Education and Training Programs. Overview. ERIC Digest No. 43.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Education, Apprenticeships, Community Colleges, Cooperative Planning, Cooperative Programs, *Delivery Systems, Educational Cooperation, Educational Needs, Educational Practices, Higher Education, *Labor Education, Needs Assessment, Off the Job Training, Participation, Postsecondary Education, School Community Relationship, *Student Financial Aid, Trend Analysis, *Unions

Besides assisting their members in collective bargaining efforts, U.S. labor unions perform a variety of functions including contract administration and arbitration, political action, legislative activity, union administration, research, education, and community involvement. Therefore, unions have an interest in providing the following types of training activities: apprenticeship training programs to prepare skilled workers for the workplace, labor education and labor studies to enable union officers and members to perform their administrative and professional functions, vocational education to help workers develop new skills or upgrade existing ones, and self-improvement education to enhance members' abilities in such areas as citizenship and cultural awareness. As of 1984, 70 percent of the labor education offered in the United States was provided by universities and 25 percent was provided by labor unions. To enable more workers to participate in labor education programs, the following strategies are suggested: increased dissemination of information concerning educational opportunities and available financial aid, provision of career and personal counseling to workers contemplating participation in labor education programs, development of more flexible work schedules, provision of incentives for participation in labor education, special focus on the needs of women and minorities, and increased availability of tuition prepayment plans. (MN)

ED 259 212 CE 041 954

Thiel, Kathleen K.

Job-Related Basic Skills. Overview. ERIC Digest No. 42.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Basic Skills, Cooperative Planning, Cooperative Programs, Delivery Systems, Educational Benefits, Educational Cooperation, *Educational Needs, Educational Practices, *Education Work Relationship, Employment Programs, *Functional Literacy, Job Performance, *Job Skills, Literacy Education, Outcomes of Education, Postsecondary Education, Program Development, School Business Relationship, School Role, *Skill Development, Training Methods, Training Objectives, Transfer of Training

Because of the changing nature of work in society, higher levels of basic skills in reading, writing, and computation are needed in all occupational areas, whether or not they are related to high technology. Although research on the relationship between job performance and basic skills is not definitive, it is clear that it is more important for workers to be able to apply basic skills in a job performance situation than to demonstrate these skills on a standardized test. Examples of successful occupationally oriented basic skills programs include a public and private sector cooperation effort to prepare Comprehensive Employment and Training Act eligible workers as competitive word processing operators, an urban retraining program for wastewater treatment workers, and an occupational literacy training program sponsored by the U.S. Department of Defense (the FLIT Program). Research indicates that individuals who wish to develop job-oriented basic skills programs should strive to maintain an orientation to the mission of the agency for which the basic skills program is being developed, provide training in basic skills within a functional context, arrange program conditions to maximize learning time, and use competency-based mastery learning techniques. (MN)

ED 259 211 CE 041 953

Naylor, Michele

Adult Development: Implications for Adult Education. Overview. ERIC Digest No. 41.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-84-0004

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Counseling, *Adult Development, Adult Education, *Adult Programs, Adults, Andragogy, Behavior Theories, Comparative Analysis, Counseling Techniques, *Developmental Stages, Educational Research, *Educational Strategies, Educational Theories, Literature Reviews, Models, Postsecondary Education, Program Administration, Program Development, Psychological Studies, *Research Utilization, Teaching Methods

Various researchers, including Carl Jung, Charlotte Buhler, Erik Erikson, and Robert Havighurst, have formulated sequential models of adult development. More recent investigators, such as Daniel Levinson, Roger Gould, and Gail Sheehy have formulated age-related sequential models of adult development that view the various stages of adulthood in terms of different strategies toward perceiving and coping with reality. In addition, several theorists have postulated models of adult development with a special focus (for example, Jane Loevinger's concentration on stages of ego development, William Perry's scheme of intellectual development, Lawrence Kohlberg's notion of the interconnection between levels of moral and intellectual development, and James Fowler's theory of faith development). Many of the findings of such research and examination of human development have important implications for adult educational programming. Many aspects of these models, particularly Knowles' theory of andragogy, can be applied by practitioners involved in developing and administering adult education programs or in teaching or counseling adult students. (MN)

ED 259 210 CE 041 952

Imel, Susan Grieve, Shelley

Adult Literacy Education. Overview. ERIC Digest No. 40

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0035

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Literacy, Adult Programs, Adults, Community Programs, *Delivery Systems, *Illiteracy, Individual Characteristics, Individual Development, *Literacy Education, Social Change

Adult illiteracy is a complex, costly, and growing social problem. Three common areas of controversy related to the problem are: (1) definitions of adult literacy, (2) characteristics of illiterate adults, and (3) the purposes of literacy education. Illiteracy can be understood only in relation to a culture's definition of literacy. Due to differing definitions, statistics on the extent of illiteracy vary widely. The concept of "functional literacy" is controversial because it is determined by external standards and criteria. A tone of mission and concern for the less fortunate has dominated the perspective of illiterate adults. A picture is emerging now of illiterate adults as individuals who have educated themselves through life experiences and are frustrated with present literacy programs. Two common models of literacy programs are personal development and improvement and social change. Two primary systems for literacy programs currently serve the individual-the federally funded adult basic education program and national volunteer literacy efforts. Employers are emerging as a third delivery system providing literacy training for individual development. Community-controlled agencies that also offer literacy education are committed to improvement. (YLB)

ED 259 209 CE 041 951

Chase, Shirley A.

Vocational Education and Defense Preparedness. Overview. ERIC Digest No. 39.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0035

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Cooperative Programs, *Educational Cooperation, *Government School Relationship, *Job Training, *Military Training, *National Defense, Postsecondary Education, Role of Education, Secondary Education, *Vocational Education

Identifiers—*Defense Preparedness

Collaborative efforts between vocational education, the military services, and defense-related industries have been reviewed to meet the defense preparedness needs of the Nation. The U.S. Department of Education has responded to these needs by establishing the Defense Preparedness Task Force, convening a Defense Preparedness Review Group, and conducting the Vocational Education and Defense Preparedness Seminar. The Assistant Secretary for Vocational and Adult Education has proposed the following Federal initiatives: identifying the need for defense-related training, fostering training performance that yields increased productivity, disseminating the best research and demonstration products relating to defense preparedness, improving data management for information dissemination, and encouraging information sharing with school personnel. Many military training needs are similar to those provided by vocational education in the civilian sector. The partnership that the Department of Defense has maintained with the civilian educational community in providing education for the nation's youth can be broadened in the area of vocational and technical education. Vocational educators need to continue to monitor state and national defense-related training developments and to share models of training. Such efforts will assist them in developing stronger collaborative arrangements with defense-related industries. (YLB)

ED 259 208 CE 041 950

Winkfield, Patricia Worthy

Retirement Policy. Overview. ERIC Digest No. 38.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0035

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Educational Planning, *Employment Patterns, Federal Legislation, Federal Programs, Older Adults, *Personnel Policy, *Public Policy, *Retirement, Role of Education, Vocational Education

Identifiers—Social Security Act

While the Federal Government has been involved in the care of the elderly since the depression, a comprehensive and unified national retirement policy has never been established. Federal programs for the aged have avoided cutbacks, but adaptations in present retirement policy are required to meet the needs of young and old alike. Although public policy gives the elderly the right to work, it provides incentives for those who leave the labor force at or before age 65. The major criticism of present retirement policy is that it discourages labor force participation of older persons through economic disadvantages for continued work and mandatory retirement regulations. The Age Discrimination in Employment Act has been amended to raise the minimum retirement age from 65 to 70. Changes have also been enacted in the Social Security system. Vocational educators can take action to enhance the participation of older persons in the labor force by expanding public awareness of the needs and abilities of the elderly, examining the recruitment of elderly persons, obtaining training to implement effective vocational education programs, examining attitudes toward older people, reviewing the potential of programs to serve the elderly, and assisting older persons to remain productive in their retirement. (YLB)

ED 259 207 CE 041 949

Hassan, Salah Salem

Education for High-Technology Jobs. Overview. ERIC Digest No. 37.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0035

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Oriented Programs, Educational Planning, Employment Projections, Industry, Job Skills, *Job Training, *Labor Force Development, Labor Market, Labor Needs, Manufacturing, Postsecondary Education, *Program Development, *Role of Education, School Business Relationship, Secondary Education, *Technological Advancement, Telecommunications, *Vocational Education

Major technological changes are occurring primarily in three fields: telecommunications, computer applications, and advanced manufacturing technology. High technology is having a great impact on every aspect of the labor market. Most new jobs will not be in the high technology field, however, and the newly created occupations will not require a substantial increase in job skills. According to some experts, that is because high technology is based on a reduction in the skilled labor force. Others argue that some businesses and industries have failed to gain a competitive edge through adoption and adaptation of new technology. Consequently, they are becoming obsolete. Vocational education has a vital role in collaborating with business and industry in high technology training and retraining to upgrade workers with the emerging new occupational skills and to maintain a competitive edge. Vocational education is facing the challenge of producing workers who can manage, operate, manufacture, test, design, program, install, maintain, and repair high technology products and processes. Educators should consider five phases in the construction of successful high technology programs: long-range planning, program planning, development, implementation, and evaluation and refinement. (YLB)

ED 259 206 CE 041 948

Hassan, Salah Salem

Private Sector Involvement in Vocational Education. Overview. ERIC Digest No. 36.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—85

Contract—400-81-0035

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Programs, *Cooperative Programs, Economically Disadvantaged, *Employment Programs, Federal Legislation, Federal Programs, *Job Training, Role of Education, *School Business Relationship, Unemployment, *Vocational Education, Youth Programs

Identifiers—*Job Training Partnership Act 1982, *Private Sector

The purpose of the Job Training Partnership Act (JTPA) is to establish job training and employment assistance programs for economically disadvantaged youth and hard-to-hire, unskilled adults. Like the Comprehensive Employment and Training Act (CETA), JTPA works through a locally based program delivery system. Unlike CETA, JTPA calls for equal responsibility between the private and public sectors for making fundamental decisions about local program operations. Under JTPA vocational education will have a vital role in training and retraining programs for the unemployed and economically disadvantaged. JTPA administration is the responsibility of each state's governor who divides the state into service delivery areas (SDAs). Each SDA appoints a Private Industry Council. Therefore, vocational education can be represented potentially on several levels and have a more active role in determining how training funds will be spent. Through its state advisory councils vocational education can work closely with other local public agencies in the new partnership with private business. Some cooperative arrangements between the public and private sectors have focused on meeting demands of the changing workplace. Steps needed to build successful partnerships include conducting needs assessments, identifying resources, choosing partners, and establishing working relationships. (YLB)

ED 259 040 UD 024 280

Parent Participation and the Achievement of Disadvantaged Students. ERIC/CUE Digest, No. 27.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 85

Contract—400-82-0012

Note—4p

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Community Involvement, *Disadvantaged Youth, Early Childhood Education, Educational Change, Elementary Secondary Education, Federal State Relationship, Home Study, Low Income Groups, Minority Group Children, Parent Education, *Parent Participation, *Parent Role, *Parent School Relationship, Parent Teacher Cooperation, Social Class, Socioeconomic Status

Identifiers—Effective Schools Research

Key research in the literature on the relationship between parent participation and achievement is discussed, participation being defined in terms of activities both within and outside of the school. The research resists generalization because of the range of potential parent activities and the uncertainty about what they convey, but yields the following points: (1) it is difficult to isolate the influence of parent participation on achievement from the effects of social class and race, but parent participation appears to be associated with the enhanced achievement of low income students; (2) parental decision making is not particularly related to achievement and parent-school contacts are only marginally effective; however, a wide range of activities and programs do appear to have some effect on the character of the school and achievement, especially if they are oriented to the community's needs; (3) programs fostering parent involvement in at-home teaching improve achievement, particularly for low-income elementary school children, but more elaborate parental programs and parent education are needed; (4) the effective schools movement has played down parent participation, in the belief that it will weaken the school's responsibility for educating all children; and (5) the recent shift from Federal to an increasing State responsibility for education, together with renewed interest in parental choice, may have increased the potential for parents to participate in determining education in their communities. (RDN)

ED 256 842 UD 024 213

Ascher, Carol

Raising Hispanic Achievement. ERIC/CUE Digest Number 26.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 85

Contract—400-82-0012

Note—4p.; Printed on colored paper.

Pub Type— Reports - Research (143) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, *Educational Change, English (Second Language), *High Schools, *Hispanic Americans, Native Language Instruction, *Performance Factors, School Business Relationship, School Community Relationship, Second Language Instruction, Services, Spanish Speaking, Student Characteristics, Urban Schools

Identifiers—*Excellence in Education, Hispanics and Urban High School Reform, *Make Something Happen

Recent findings on the academic achievement of Hispanic students are digested in this paper. Data are derived from the study, "Make Something Happen," which was conducted by the National Commission on Secondary Education for Hispanics, and presents comprehensive findings on Hispanic education drawn from a special analysis of the Hispanic cohort of the "High School and Beyond" national longitudinal study, findings from commissioned topic papers, site visits to inner-city schools across the country, and a variety of previously existing research. Findings are organized under the following headings: background; language instruction; the work-school linkage; and social supports and school-community ties. The digest concludes with a list of recommendations for improving high school education for Hispanics, including the following: (1) the provision of a strong academic core for all students, (2) English language instruction for all Hispanic high school students (but Spanish core curriculum courses for non-English speakers); (3) Spanish language courses to make Spanish speakers literate in Spanish; (4) counteracting the high number of Hispanic dropouts by increasing the schools' involvement in their students' needs and desires to work; and (5) increasing the amount of guidance counseling offered to Hispanic students, the number of Hispanic teachers and administrators, and schools' communication with Hispanic parents. (KH)

ED 256 725 SP 025 916
Butler, Catherine
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 84
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Annotated Bibliographies, *Educational Improvement, Futures (of Society), *Hearings, *Needs Assessment, Policy Formation, *Position Papers, *Program Development, Teacher Certification, *Teacher Education
Identifiers—ERIC Digests, *National Commission on Excellence in Teacher Educ

The National Commission on Excellence in Teacher Education was appointed in 1983 to describe the present state of teacher education, identify problem issues, and make recommendations for the improvement of teacher education. The final report of the Commission, "A Call for Change in Teacher Education," was based on information gathered at the Commission's five regional hearings held in 1984. An annotated bibliography is presented of 19 commissioned papers from these hearings. The papers were written by: (1) M. D. Andrew; (2) H. E. Behling, Jr; (3) B. Dubitsky; (4) E. C. Galambos; (5) H. K. Gideonse; (6) G. A. Griffin; (7) M. Haberman; (8) G. Hall, W. Doyle, and J. Hoffman; (9) K. R. Howey; (10) L. B. Jones; (11) R. C. Kunkel; (12) E. J. Meade, Jr.; (13) N. Nutter; (14) B. Peseau; (15) M. A. Raywid; (16) S. B. Robinson; (17) H. Schwartz; (18) B. O. Smith; and (19) R. C. Wallace. (JD)

ED 256 475 PS 015 071
Steiner, Karen
The Only Child. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Birth Order, Comparative Analysis, *Family Size, *Siblings, *Social Change, *Social Influences
Identifiers—ERIC Digests, *Only Children

Smaller families in general (including the one-child option) are becoming more popular. This ERIC Digest focuses on changing trends in family size, reasons for choosing to have only one child, differences between only children and those with siblings, and the advantages of being an only child. Changing family patterns, economic concerns, and new roles for women are cited among the reasons for choosing to have only one child. Investigation results are briefly discussed regarding the only child and the following variables: intelligence, achievement, affiliation, peer popularity, and self-esteem. It is concluded that parents who chose to have only one child gain reduced conflict in dividing time and attention among children, greater financial flexibility, and a more closely knit family unit. (RH)

ED 256 474 PS 015 070
Rothenberg, Dianne
Full-Day or Half-Day Kindergarten? ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Analysis, Elementary Education, *Family Characteristics, *Kindergarten, *Social Change
Identifiers—ERIC Digests, *Full Day Programs, *Half Day Programs

This ERIC Digest examines how changing family patterns have affected the full-day/half-day kindergarten issue, discussing why schools are currently considering alternative scheduling and describing the advantages and disadvantages of each type of program. The following changing family patterns affecting the choice of full-day kindergarten programs are discussed briefly: (1) an increase in the number of working parents; (2) an increase in the number of children who have had preschool or day care experience; (3) an increase in the influence of television and family mobility on children; and (4) renewed interest in academic preparation for later school success. Some of the reasons affecting alternative scheduling for kindergarten are stated as state school funding formulas, busing and transportation costs, and availability of classroom space and teachers. It is concluded that while both full-day and half-day programs have advantages and disadvantages, the length of the school day is only one dimension of the kindergarten experience. As long as the curriculum is developmentally appropriate and intellectually stimulating, either type of scheduling can provide an adequate introduction to school. (RH)

ED 256 473 PS 015 069
Eddy, Yvonne
Developing Homework Policies. ERIC Digest.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0021
Note—3p.; Document printed on colored paper.
Available from—ERIC Clearinghouse on Elementary and Early Childhood Education, University of Illinois, 805 West Pennsylvania Avenue, Urbana, IL 61801 (no charge).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Elementary Secondary Education, *Homework, *Learning Activities, *School Policy
Identifiers—ERIC Digests

This ERIC Digest discusses various types of homework assignments and examines research findings about the effectiveness and amount of homework assigned to American schoolchildren. It also examines some of the policies presently being discussed by school districts. Three types of homework are briefly delineated: practice assignments, preparation assignments, and extension assignments. Conflicting research findings regarding the relationship of homework to academic achievement are discussed and a recommendation is made that school districts should determine whether homework, as they define and construct it, meets the district's educational objectives. Several questions are presented to help determine what issues should be considered when developing homework policies. The digest concludes that individualized homework assigned to appropriate grade levels seems to help students develop the disciplined study skills that result in increased scholastic achievement. (RH)

ED 254 587 UD 024 099
Roddy, Patricia Palker
A Closer Look at Children in Single-Parent Families. ERIC/CUE Digest Number 23.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-82-0012
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Achievement, Black Family, Child Rearing, Day Care, Divorce, Elementary Secondary Education, Family Structure, Minority Group Children, *One Parent Family, Parent School Relationship, Racial Differences, Socioeconomic Influences, Stereotypes, *Student Behavior, Unwed Mothers
Identifiers—ERIC Digests, Teacher Expectations

Schools are more and more called upon to accomodate students' differences in background and experiences; this picture of diversity includes the growing number of one-parent families. However, educators need to be cautioned against expecting "trouble" from the child from a one-parent family. The diversity among research findings suggests that while, as a group, single-parent children tend to have more behavioral problems in school and are at greater risk in terms of truancy and dropout rate, the likelihood of any particular child having cognitive or behavioral problems depends upon the interaction of many factors. Among those factors are the adequacy of child care arrangements; the number of siblings; the structure of the child's environment in both the home and school; the amount of nurturing the child receives; the age, sex, and race of the child; the socioeconomic level of the family; and the circumstances surrounding the separation of the parents. Therefore, the only accurate answer to the question of whether single-parentness is harmful to a child's academic or behavioral development may well be, "It depends." (RDN)

ED 254 214 IR 011 529
Parker, Lorne H.
Teleconferencing in Education. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—28 Nov 83
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audio Equipment, *Computers, Information Networks, *Teleconferencing, *Television, *Video Equipment
Identifiers—*Audiographics, ERIC Digests, Slow Scan Television

This digest discusses teleconferencing defined as electronic communication between two or more people at a distance in terms of three major types: audio, video, and computer. Reasons offered for using teleconferencing include the extension of budget dollars and of educational opportunities, accommodation of a wide variety of classes, and provision of a flexible format for meetings. Audio conference options identified include dedicated conference networks; dial-up networks; "meet-me" conferencing, in which each participant calls the conferencing center from any convenient location; and audiographic teleconferencing, which involves transmission of print and graphic information over telephone lines to complement basic communication with visual information. Video teleconferencing options described include freeze-frame or slow scan television; compressed video systems; and full motion video systems, which use wideband channels to send video, voice, and data. Computer conferencing is also briefly explained. Nine additional readings are listed. (LMM)

ED 254 213 IR 011 528
McLaughlin, Pamela
Managing Computer Software Collections. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—26 Nov 84
Contract—400-77-0015
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Bibliographies, *Cataloging, *Computer Software, Databases, *Guidelines, *Library Catalogs, *Library Technical Processes, *Microcomputers, Nonprint Media, Online Systems

BEST COPY AVAILABLE

Identifiers—American Library Association Filing Rules, ERIC Digests

This information digest discusses current issues in the management of software collections and outlines several possible options for the cataloging and processing of microcomputer software and courseware. A statement of the problem indicates that treatment of microcomputer software is highly dependent on the type of library, size of the collection, variety and purpose of the collection, type of access to be provided, and type of organization. The "Guidelines for Using AACR2 [Anglo-American Cataloging Rules Second Edition], Chapter 9 for Cataloging Microcomputer Software," published by the American Library Association, are described briefly, including sources of bibliographic information; title and statement of responsibility area, general material designation; edition; file description; and notes. Examples of other procedures that have been developed are noted, including those of the American Association of School Librarians, the Ohio Media Association, and the North Carolina State Department of Public Instruction. Other promising practices identified include the use of database management software for microcomputers to create online catalogs, produce master lists for circulation, and create charts. A 15-item bibliography is provided. (LMM)

ED 254 21 IR 011 527

Wilkinson,

Excellence through Educational Technology: Some Prior Considerations. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 84

Contract—400-77-0015

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Cost Effectiveness, *Educational Media, Instructional Design, *Public Education, Teacher Role, *Teaching Methods, *Technological Advancement, *Technology Transfer

Identifiers—ERIC Digests, *Excellence in Education

This digest addresses issues that should be considered in proposing technological solutions to the problems of public education. Although the potential benefits of the widespread application of media to instruction are supported, emphasis is on the need to define technology as a technique of designing instruction, rather than the more common perception of technology as machine. This definition implies the interaction of individuals, materials, and machines, in a variety of instructional settings and employing a variety of instructional strategies. Three basic patterns of media utilization are identified–additive, integrated, and independent–that have different potential effects on the cost and effectiveness of education. Conclusions stress that the achievement of excellence through the use of media requires capital investment in tools to allow the application of the "techniques" of educational technology, a reorganization of the structure of teaching and learning, and the will to do it. Five references are listed. (LMM)

ED 254 211 IR 011 526

Garnette, Cheryl Petty

Electronic Networks. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 83

Contract—400-77-0015

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computers, Costs, *Information Networks, Information Services, *Input Output Devices, Interaction, *Online Systems, *Telecommunications

Identifiers—Electronic Bulletin Boards, *Electronic Mail, ERIC Digests

Electronic network systems, their components -terminal, microcomputer, or communications word processor; telephone, and modem (modulator-demodulator)–and their applications are explained for educators in this digest. Emphasis is on the characteristics and capabilities of: (1) electronic mail, which allows the transmission and reception of messages in a fast and efficient manner; (2) electronic bulletin boards, an array of information that can be accessed via the computer; and (3) computer conferencing, which allows meetings via the computer. Features discussed include interactivity, menus, ease of use, and convenience. The cost of joining an electronic network is briefly addressed and the advantages of using such a network are discussed and illustrated with examples of specific networks oriented toward education. Sixteen references are listed. (LMM)

ED 254 210 IR 011 525

Geisert, Paul Futrell, Mynga

Computer Literacy for Teachers. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-77-0015

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Assisted Instruction, *Computer Literacy, *Computer Science Education, *Definitions, *Educational Objectives, Higher Education, *Programing, *Teacher Education Curriculum, Teachers

Identifiers—Computer Uses in Education, ERIC, ERIC Digests

This digest summarizes diverse viewpoints in the controversy over the meaning and practice of "computer literacy." The issue of whether being able to read and write computer programs should be a a computer literacy requirement for teachers is specifically addressed. Attempts to define computer literacy goals for teachers are noted, including those by Rawitsch (1981) and the states of Texas and North Carolina, as well as de facto definitions resulting from program development. It is suggested that a major problem with the term "computer literacy" is that it confounds two ideas: the computer as a classroom tool and the computer as a subject of instruction. Conclusions indicate that the specific skills and knowledge that constitute computer literacy remain undefined, and that teachers need to specify their own computer literacy needs and pursue their own individual computer literacy education plans. Twenty-six references are listed. (LMM)

ED 254 209 IR 011 524

Klausmeier, Jane A.

Accessing ERIC with Your Microcomputer. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jul 84

Contract—400-77-0015

Note—3p.

Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type— Guides - General (050) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Software, *Databases, *Information Retrieval, *Microcomputers, Telecommunications

Identifiers—*ERIC, ERIC Digests

This fact sheet offers basic instructions on connecting to the ERIC database for individuals who own or have access to a microcomputer and are familiar with ERIC and how to search it through a database terminal. Software, hardware, and telephone line components necesary to make a microcomputer act as a database terminal are outlined. The discussion of software describes the need for a terminal emulator and lists desirable features for terminal software, including the capabilities to print and save, access to command mode, format display, default setting, and a status indicator. Considerations in configuring the software to allow interface or access to database vendors is explained and contact telephone numbers for DIALOG, BRS, and SDC (the three major vendors) are listed. The discussion of hardware requirements covers parallel transmission, the communications interface, modems, and data transmission speed. A list of popular microcomputers and the necessary hardware and software components required to access the vendors includes the following models: Apple II, II+, IIe; Atari 400/800; Commodore VIC, Commodore PET/CBM; IBM Personal Computer; Texas Instruments 99/4, 99/4a; and TRS-80 Models I, II, and III. (LMM)

ED 253 623 UD 024 070

Ascher, Carol

Increasing Science Achievement for Disadvantaged Students. ERIC/CUE Digest Number 25.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 85

Contract—400-82-0012

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Black Students, *Disadvantaged Youth, Elementary Secondary Education, *Mathematics Achievement, Minority Groups, *Performance Factors, Racial Differences, School Counseling, Science Careers, *Science Education, Sex Differences, Socioeconomic Status

A number of recent studies have yielded data on the factors affecting the science achievement of disadvantaged students. For example, it was found that students' socioeconomic status (SES) increased as a predictor of their science achievement as the students moved through school. Furthermore, the effect of being Black (or, to a lesser degree, Hispanic) was similar to the effect of SES. Black students were shown in one study to perform best on science exercises most dependent on daily experience and common knowledge, and poorest on those that involve a detached research attitude toward the object and phenomena of science. Other studies found that poor and minority students are most affected by classroom factors such as too little time spent on science instruction and too much time spent on discipline, that Black students' science career plans are generally less related to their abilities than are Whites' plans, and that minority interest in science apparently does not lead to choosing the appropriate high school subjects for entering a science major in college. The research suggests a complex pool of attitudes and motivations that indirectly affect minority science preparation and the choice of a science career. These include attitudes and aspirations, stereotyping, role models, general academic success, cultural values, and parental influence and support. Research also suggests that the school counselor for whom ethnicity or sex make no difference can play a most important role in increasing enrollment of the disadvantaged in nonrequired science and mathematics courses. (KH)

ED 253 622 UD 024 069

Urban Magnet Schools and Educational Excellence. ERIC/CUE Digest Number 24.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 84

Contract—400-82-0012

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, *Educational Quality, Elementary Secondary Education, Enrollment Trends, Equal Education, *Institutional Characteristics, *Magnet Schools, *School Desegregation, *School Effectiveness, *Selective Admission, Urban Schools

This paper summarizes the "Survey of Magnet Schools," a study of the effectiveness of such schools in a nationally representative sample of 15 urban school districts. Among the significant findings are the following: (1) between 1981 and 1983 magnet school enrollments ranged from 21 percent to 71 percent white, a slightly higher percentage of white students than district averages; (2) magnet schools share a number of characteristics with "effective schools," including strong leadership, a cohesive curriculum, high expectations, and a consensus among faculty, students, and parents about the goals of their schools; (3) educational quality in magnet schools is at the same level as or higher than that in more traditional schools; (4) the quality of a magnet school depends most on its leadership, institutional coherence, and relationship to the school district; (5) most magnet schools are moderately selective and do not appear to be rejecting the average student; (6) there is little correlation between a magnet school's degree of selectivity and its degree of educational quality or integration; (7) magnet schools have reduced the percentage of students in racially isolated schools from 60 percent to less than 30 percent; and (8) a magnet school that is racially and ethnically integrated is, generally, also a school that provides a highly effective learning environment. This paper concludes with a list of factors found to contribute to the success of a magnet school. (KH)

ED 253 468 SO 016 166
Hendrikson, Leslie
Active Learning. ERIC Digest No. 17
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0012
Note—4p.; References contain small print that may not reproduce clearly.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Discovery Learning, Educational Research, Elementary Secondary Education, *Experiential Learning, Higher Education, Learning Activities, *Social Studies, Student Experience
Identifiers—*Active Learning, Fact Sheets

This ERIC digest synthesizes research findings relating active learning to student achievement, reviews the status of active learning practices in today's social studies classrooms, presents examples of active learning practices in specific areas of the social studies, and provides a list of suggestions and resources for integrating active learning in the social studies classroom. The first section highlights the growing body of research relating active learning approaches to student achievement, not only among young children but also among secondary and postsecondary students. The second section emphasizes the gap between theory and practice by highlighting recent educational reports suggesting the need for a more varied, more active approach to teaching social studies. In the third section, active learning approaches currently being used in the social studies are listed, including mock trials, case study analyses, student participation in opinion polls and surveys, and participation in community-based education. Seven specific recommendations for incorporating active learning into the social studies curriculum are outlined in the fourth section. The publication concludes with a list of ten related resources. (LH)

ED 253 467 SO 016 165
Patrick, John J. Remy, Richard C.
Science-Related Social Issues: Challenges for the Social Studies. ERIC Digest No. 16.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 84
Contract—400-83-0012
Note—4p.; For related document, see ED 251 389.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Controversial Issues (Course Content), Decision Making, Educational Research, Elementary Secondary Education, National Surveys, *Science Education, *Social Problems, *Social Studies, Student Attitudes, Technology, Textbook Evaluation
Identifiers—*Science and Society

Background, rationale, and promising practices for teaching about science-related social issues in the science and social studies classroom are presented. Material is divided into five sections, each introduced with a topical question. The first section considers the challenges associated with the pervasive influences of science and technology in modern society, while the second section examines the extent to which these challenges are being met. The following indicators are reviewed: national reports and guidelines; research on student knowledge and attitudes regarding science, technology, and society; and current curricula and textbook analyses. The third section examines ways in which educators can improve the education of citizens in science-technology-society issues. The final section outlines promising practices for teaching this content and skill area. Decision trees, role plays, and simulations are among the strategies discussed. A number of recommendations are presented. A 17-entry resource section concludes the document. (LP)

ED 253 466 SO 016 164
Parisi, Lynn
Sex Equity in Computer Education: Concerns for Social Studies. ERIC Digest No. 15.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 84
Contract—400-83-0012
Note—4p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Access to Education, Classroom Environment, Computer Assisted Instruction, *Computer Literacy, Computer Oriented Programs, Computers, Computer Science Education, *Educational Discrimination, Elementary Secondary Education, Equal Education, *Equal Facilities, Females, Males, Sex Bias, *Sex Discrimination, Sex Stereotypes, *Social Studies, Student Attitudes, Teacher Attitudes

The issue of equal access to and use of computers by boys and girls is reviewed and evaluated from the perspective of social studies content, skills, and goals. Material is arranged in four sections, each introduced by a topic question. The first section discusses the problem of sex equity in computer education. Results of four research studies and surveys are presented. The second section examines the causes of girls' avoidance of computers and related technologies. A male bias in the culture of computers, the educational context in which computers are used (chiefly science and mathematics classes), and peer influences are cited as the major causes of girls' avoidance. The third section places the issue of sex equity within the context of social studies education, examining the implications of unequal access to computers for future citizenship participation, career training, and the study of social roles and social stereotypes. A final section outlines what social studies teachers can do to address the problems of sex equity in computer education. A 13-citation bibliography concludes the paper. (LP)

ED 253 465 SO 016 163
Cook, Kay K.
Controversial Issues: Concerns for Policy Makers. ERIC Digest No. 14.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 84
Contract—400-83-0012
Note—4p.; References contain small print that may not reproduce clearly. For related digest, see SO 016 159.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Controversial Issues (Course Content), Court Litigation, Curriculum, *Curriculum Development, Decision Making Skills, Definitions, Educational Needs, Educational Objectives, *Educational Planning, *Educational Policy, Educational Research, Elementary Secondary Education, Literature, Problem Solving, Science Instruction, Social Studies, State Courts, Student Motivation, Teacher Education
Identifiers—*Supreme Court

Intended for educational policy makers, this publication considers the teaching of controversial topics. Specifically discussed are what issues are considered controversial, why controversial topics should be taught, court decisions, ways educators can prepare for community response or complaints, and questions to address when making curriculum decisions. Generally speaking, an issue that tends to create polarized viewpoints many be considered controversial, e.g., sex, nuclear warfare, and religion/science conflicts. Curricular areas most likely to create controversy are literature, social studies, and science. The discussion of controversial issues in K-12 classrooms counteracts student apathy and allows students to learn and apply decision making and problem solving skills. The Supreme Court and lower courts tend to uphold the rights of teachers and students to engage in controversial topics. Major court decisions are briefly described. Schools should have official policies concerning the teaching of controversial issues, and teacher training should be provided. When developing curricula, decision makers should consider questions such as: (1) What inculcates creative, critical thought in children? and (2) Who determines public school standards? (RM)

ED 253 464 SO 016 162
Davis, James E.
The Social Studies and "A Nation at Risk." ERIC Digest No. 13.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Mar 84
Contract—400-83-0012
Note—4p.; References contain small print that may not reproduce clearly. For related digest, see SO 016 158.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Standards, Curriculum, Educational Change, Educational Improvement, *Educational Needs, *Educational Quality, Elementary Secondary Education, Financial Support, Leadership, School Effectiveness, *Social Studies, Teacher Education, Teacher Effectiveness, Teacher Improvement, Time on Task
Identifiers—*Nation at Risk (A)

The reactions of social studies educators to "A Nation at Risk," the report of the National Commission on Excellence in Education that examined the quality of education in the United States, are discussed. The survey was an informal one that asked educators, mainly teachers and professors, what their reactions were to the report in general and to the five areas of recommendation (high school curriculum content, standards and expectations, time, teaching, and leadership and fiscal support) in the report. While some respondents questioned the information gathering process used for the report and the lack of teacher input, almost all agreed that education, including social studies, has problems. Social studies educators generally supported recommendations for requiring three years of social studies for high school graduation. They called for a national framework for social studies education, as well as new teacher education standards. Many felt the report ignored current research related to time on task, rather than time in school. Research findings need to be applied to teacher education. Respondents indicated a need for leadership in the field. (RM)

ED 253 463 SO 016 161
Robinson, Sheryl B.
Teaching about the United States Constitution. ERIC Digest No. 12.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0012
Note—4p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Classroom - Teacher (052) —

ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Civics, *Constitutional History, *Constitutional Law, Educational Needs, Educational Research, Elementary Secondary Education, Instructional Materials, Legal Education, Program Descriptions, Resource Materials, School Community Relationship, Social Studies, Student Participation, Textbook Content, Textbook Evaluation, United States Government (Course), United States History
Identifiers—*United States Constitution

This publication was prepared as a resource guide to teaching strategies that help students understand the background, nature, and pervasive influence of the U.S. Constitution in the lives of every citizen. As the Constitutional Bicentennial approaches, the focus in many social studies classes increasingly will be on teaching about this most important document. Results from two recent textbook evaluation studies showed that the treatment of the Constitution in U.S. history, government, and civics textbooks is inadequate and incomplete. Because they lack in-depth coverage of the Constitution, textbooks should be used as part of a larger group of resources that include many types of supplementary materials. Supplementary curricula developed by projects commemorating the Constitution are described. In addition, brief descriptions are provided of on-going projects dealing with the Constitution that are funded by the National Endowment for the Humanities. An annotated listing of ERIC documents dealing with the Constitution is also included. The documents fall into the categories of law-related education, citizenship education, and student participation or community involvement. (RM)

ED 253 462 SO 016 160
Davis, James E.
At Issue: Free Enterprise Education. ERIC Fact Sheet No. 11.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 83
Contract—400-83-0012
Note—4p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Citizenship Education, Consumer Education, Consumer Protection, Course Content, *Curriculum Development, *Economics Education, *Educational Objectives, Elementary Secondary Education, Global Approach, Information Sources, Required Courses
Identifiers—*Free Enterprise System, Mandatory Programs

Four rationales for free enterprise economics education are discussed and information sources for economics teachers are listed. About half the states in this country have mandates requiring economics instruction. Rationales for free enterprise education, for consumer or personal economics, for economics from a global perspective, and for economics as citizen education are presented. Representative statements from mandates in Florida, Illinois, and Utah illustrate the wide range of concerns and interests with regard to economics education. But whatever the content focus, the teaching of economics involves ideology and is never value-free. It is, therefore, very important for teachers to think through a rationale for teaching economics. An excellent source of information on all aspects of economics education is the Joint Council on Economic Education. The ERIC database also includes numerous documents presenting many points of view regarding economics education. Three examples of excellent ERIC documents are included. (RM)

ED 253 461 SO 016 159
Teaching about Controversial Issues. ERIC Fact Sheet No. 10.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 83
Contract—400-83-0012
Note—4p.; For related document, see SO 016 163.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Attitudes, *Controversial Issues (Course Content), Elementary Secondary Education, Parent Attitudes, Parent School Relationship, School Community Relationship, Social Problems, Social Studies, *Teaching Methods

Classroom teachers are presented with a rationale and general information for teaching about controversial issues. Following an introduction, material is arranged in six sections under topical questions. The first section considers educational and social benefits of teaching about controversy. Motivation, application of social studies content and skills to real issues, and enhancement of intellectual skills are among the benefits discussed. The second section provides guidelines from the National Council for the Social Studies to help teachers choose controversial topics appropriate for the classroom. How to deal with parent or community problems that may result from teaching controversial issues is examined in the third section. Suggestions for introducing controversial issues to students not familiar with their use in the classroom and effective instructional strategies are presented in the fourth and fifth sections. The final section is a bibliography of resources for teaching about controversial issues. (LP)

ED 253 460 SO 016 158
Behind "A Nation at Risk": Papers of the National Commission on Excellence in Education. ERIC Fact Sheet No. 9.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Sep 83
Contract—400-83-0012
Note—4p.; For related documents, see ED 258 797 and SO 016 162.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Comparative Education, Cross Cultural Studies, Curriculum, Educational Change, *Educational Improvement, *Educational Needs, Educational Practices, Educational Quality, Elementary Secondary Education, Financial Support, Foreign Countries, Intelligence, Leadership, Mathematics Education, Social Studies, Standards, Student Motivation, Teacher Education, Teaching Methods, Time on Task, Values
Identifiers—*Nation at Risk (A)

Commissioned papers to help the National Commission on Excellence in Education make the recommendations for educational improvement for its report "A Nation at Risk" are cited in this annotated listing. The report presents recommendations in five areas: content, standards and expectations, time, teaching, and leadership and fiscal support. Summaries of eight of these papers are provided. They deal with student motivation, understanding intelligence, what is learned in schools, K-12 curriculum, inservice teacher education, values learned in school, and the curricula of foreign countries. Because the Commission's recommendations are presented in only ten pages, they do not provide detailed guidance for those working toward educational excellence at the local level. These educators may therefore find that the numerous papers prepared for the Commission will shed light on how the Commission reached its conclusions and formulated recommendations. The titles of ten additional papers are also provided. All papers are available through ERIC. (RM)

ED 253 459 SO 016 157
Finding What You Need in ERIC. ERIC Fact Sheet No. 3.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Aug 81
Contract—400-83-0012
Note—4p.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computers, *Databases, *Educational Resources, *Information Retrieval, Library Collections, *Research Tools, Search Strategies
Identifiers—ERIC Fact Sheets

Step-by-step instructions for locating material in the Educational Resources Information Center (ERIC) database are provided. Following an introduction, information is presented in three main sections-manual searching, computer searching, and using search results. Subdivisions under manual searching describe who can or should do a manual search of ERIC, how to locate ERIC microfiche collections, procedures for conducting a manual search-including how to use and understand notations in the ERIC Thesaurus and ERIC monthly indexes-and searching for a specific document in ERIC. The second section, "Computer Searches," contains subsections on when to do a computer search, types of information that will be retrieved from such a search, cost, tips for getting good results, and computer search turnaround time. The final section, "Using the Results of ERIC Searches," describes how copies of ERIC documents and journal articles can be obtained. A six-entry resource section cites additional ERIC publications on the ERIC system. (LP)

ED 253 458 SO 016 156
Cook, Kay K.
Academic Freedom in the Public Schools. ERIC Digest No. 1.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jul 84
Contract—400-83-0012
Note—4p.; Revised version of ED 233 925.
Available from—ERIC/ChESS, 855 Broadway, Boulder, CO 80302.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Freedom, Censorship, Court Litigation, Educational Legislation, Elementary Secondary Education, Guidelines, Laws, *Public Schools, Teacher Rights
Identifiers—Fact Sheets

This synthesis of current attitudes on academic freedom as defined by lower court and Supreme Court cases describes the (1) framework in which academic freedom operates, (2) powers and limitations of state legislatures and school officials in defining the curriculum and setting policy, (3) rights and limitations of teachers in making curricular and course decisions, (4) summaries of recent court decisions related to academic freedom, and (5) issues that educational policy makers should address. The framework described in the first section contends that a teacher may use methods, symbols, or materials that are relevant to the subject matter being taught, not in violation of valid laws, compatible with current standards of decency, reasonable for student's level of maturity, intended for legitimate educational purpose, and not likely to result in a substantial disruption of school activities. Sections outlining specific powers and limitations of state legislators, school officials, and teachers are followed by summaries describing both Supreme Court (e.g., "Tinker versus Des Moines School District" and "Board of Education, Island Trees Free District Number 26 versus Pico") and lower court cases in which academic freedom was an issue. Four recommendations designed to help policy makers at all educational levels deal with issues concerning academic freedom are followed by a list of related resources published between 1980 and 1984. (LH)

ED 253 256 IR 051 021
Klausmeier, Jane
Networking and Microcomputers. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Report No.—400-82-0001
Pub Date—[Nov 84]
Note—3p.
Available from—ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free)

Pub Type— Guides - General (050) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Information Dissemination, •Information Needs, •Information Networks, •Information Services, •Information Systems, •Microcomputers, Network Analysis, Online Systems, Telecommunications

Identifiers—Electronic Bulletin Boards, Electronic Mail, ERIC Digests

Computer networks can fall into three broad categories-local area networks (LAN), microcomputer based messaging systems (this includes computer bulletin board systems), or commercial information systems. Many of the same types of activities take place within the three categories. The major differences are the types of information available and the way in which access to the information is provided. This digest is primarily concerned with microcomputer based messaging systems but it distinguishes this type of network from the other two. The digest comprises sections on: what networking is; local area networks; commercial information systems; microcomputer based systems; user requirements; getting started; services available; trouble shooting; and resources. (THC)

ED 253 255 IR 051 020

Farid, Mona

Economics of Information in Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Nov 84

Contract—400-82-0001

Note—3p.

Available from— ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Administrators, •Educational Economics, •Information Dissemination, •Information Needs, Information Retrieval, Information Systems, Position Papers, •Students, •Teachers

Identifiers—ERIC Digests

This digest on the economics of information in education argues that the production, organization, analysis, evaluation, and dissemination of information in education constitute major economic activities, with associated costs and benefits. The document comprises sections on: the value of information; information as an "economic good"; the economic importance of information at the dissemination stage; examples of the types of information needed by students, administrators, policy-makers, and teachers; methods of information delivery and examples of systems oriented toward students, teachers, and administrators; and costs and prices of information delivery systems. A list of references is included. (THC)

ED 252 693 CE 040 483

Miller, Juliet V. And Others

Overview on Excellence. ERIC Digests Nos. 31-35.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-81-0035

Note—12p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, •Back to Basics, Basic Skills, •Career Education, Career Planning, Educational Attitudes, Educational Benefits, Educational Cooperation, Educational Improvement, Educational Needs, Educational Practices, Educational Quality, Educational Research, Educational Strategies, Employer Attitudes, Fused Curriculum, Guidelines, Models, Needs Assessment, Outcomes of Education, Postsecondary Education, Research Utilization, •School Business Relationship, •School Effectiveness, School Holding Power, Secondary Education, •Time on Task, •Vocational Education

Identifiers—ERIC, •Excellence in Education

This set of five digests provides an overview of the issue of attaining excellence in vocational education. The first digest deals with effective schools research, characteristics of effective schools, implications of effective schools research for high school vocational education, and strategies for improving school effectiveness. Covered in the second digest are the following aspects of the effects of career education on student achievement and retention: excellence and career education goals; career education models; and the effects of career education on school achievement, school retention, and career and educational planning skills. The next digest, which examines time on task in vocational education, discusses the nature, importance, and use of time on task in secondary and postsecondary vocational education as well as factors related to efficient use of time and strategies teachers can use to improve time spent on task. Included in the digest on employers' expectations of vocational education are discussions of the following: how employers grade vocational education, why they hire vocational graduates, what vocational programs should emphasize, what are some barriers to cooperating with vocational education, and how these barriers can be overcome. The final digest addresses the nature and importance of the new basics; acceptable basic skills attainment levels for vocational students; and strategies, resources, and models available for use in teaching the new basics through vocational education. Each digest includes a bibliography of resources, most of which are available from the Educational Resources Information Center (ERIC) system. (MN)

ED 252 638 UD 024 025

Ascher, Carol

The Social and Psychological Adjustment of Southeast Asian Refugees. ERIC/CUE Digest Number 21.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Apr 84

Contract—400-82-0012

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—•Acculturation, •Adjustment (to Environment), Economic Factors, Elementary Secondary Education, Family Problems, High Risk Persons, •Refugees, •Stress Variables, Student Needs

Identifiers—•Southeast Asians

This paper provides an overview of research findings concerning the stresses experienced by Southeast Asian refugees undergoing acculturation in the United States. Sources of stress are briefly described, including worries about family and others left behind in Southeast Asia, underemployment and unemployment, cultural conflicts, changing family roles, and social disruption. Findings on problems specific to high risk groups-adolescents, child arrivals between the ages of 9 and 15, and persons who have undergone shifting role identities (such as the loss of professional status) are given special focus. Studies on the relationship between stress and children's age of migration are summarized, and some information on student needs and reasons for student misbehavior is given. (KH)

ED 252 637 UD 024 024

Ascher, Carol

Helping Hispanic Students to Complete High School and Enter College. ERIC/CUE Digest Number 20.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Mar 84

Contract—400-82-0012

Note—6p.; For related document, see ED 230 665.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Academic Achievement, •College Bound Students, •College Preparation, Equal Education, High Schools, High School Students, •Hispanic Americans, Information Sources, •Performance Factors, Social Discrimination, Student Educational Objectives, Teacher Attitudes

Demographically, mainland Hispanic Americans constitute a population that is economically and educationally diverse. Nonetheless, a cluster of related findings indicates that Hispanic students are more poorly prepared for college than non-Hispanic White students. More Hispanic high school seniors than White non-Hispanics are enrolled in vocational or general programs than academic programs, and fewer take the standardized college admissions tests. Lack of interest in the courses offered by high schools, alienation, poor teaching, and differences in family life are among the reasons for the lesser tendency of Hispanic students to be adequately prepared for or interested in applying to college. Studies suggest that teachers' cultural stereotypes act negatively on their expectations for Hispanic students, and that language, ethnicity, and social-class factors contribute to a lower classroom experience for the Hispanic student. Because of these and other factors, some researchers have suggested that college officials look beyond high school grades and admissions test scores when considering acceptance of Hispanic students. Following the narrative, the paper concludes with a list of guidelines for use by high schools in developing strategies to better prepare the Hispanic student for college, and a list of organizations that specifically address the educational needs of Hispanics. (KH)

ED 252 636 UD 024 023

Ascher, Carol

The 1983 Educational Reform Reports. ERIC/-CUE Digest Number 22.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—May 84

Contract—400-82-0012

Note—4p.; For document on which this digest is based, see ED 242 831.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computer Literacy, •Educational Change, Educational Needs, Educational Objectives, Educational Philosophy, •Educational Quality, Elementary Secondary Education, Equal Education, Government Role, Public Education, Student Needs, Teacher Improvement, Time Factors (Learning), Track System (Education), Vocational Education

Identifiers—•Educational Reform Reports, •Excellence in Education

In contrast to the educational reform reports of the 1970's, which criticized schools' irrelevance, inequality, and authoritarianism, the flood of reports that appeared in 1983 focus on the danger to the nation's global preeminence and military defense caused by mediocre education. Although most reports uphold a commitment to equity, this is overshadowed by the emphasis placed on excellence (as in the Sputnik era) and the raising of academic standards. The new reform reports generally agree that the purposes of education have become too diffuse: literacy, they say, should become a priority, with personal growth skills, work skills, and social and civic skills as secondary goals. Most of the 1983 reports call for a common curriculum, and are unanimous in condemning tracking (insofar as it precludes equal access to knowledge and discriminates against minority children) and most ignore or criticize vocational education. The reports agree that computer literacy must have a place in basic education, but disagree on questions concerning time spent in school. Most blame the crisis in education on the teaching profession, but vary in their recommendations for solving current problems affecting teachers. Finally, the reports tend to advocate decrease in federal and an increase in state and local responsibility. (KH)

ED 250 699 CS 208 655

Thaiss, Christopher

Language across the Curriculum. ERIC Digest.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84

Contract—400-83-0025

Note—12p.; Provided in both typewritten version and one-page typeset version.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Classroom Environment, Classroom Techniques, •Curriculum Development, •Educational Environment, Educational Research, Elementary Secondary Education, Inservice Teacher Education, •Integrated Curriculum, •Language Arts, Listening, Reading Instruction, Speech In-

struction, *Teaching Methods, Writing Instruction
Identifiers—ERIC Digests, *Language across the Curriculum, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest examines the notion of language across the curriculum, or teaching writing, reading, speaking, and listening as interdependent skills rather than as separate subjects. After defining language across the curriculum, the digest discusses the history and theory of this approach. It then examines the implications of this approach for teaching in terms of faculty training, classroom techniques, and curriculum change. (HTH)

ED 250 698 CS 208 654
Pradl, Gordon
Narratology: The Study of Story Structure. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Content Analysis, Cultural Influences, Elementary Secondary Education, English Instruction, Language Arts, *Learning Theories, Literary Devices, *Narration, *Story Telling
Identifiers—ERIC Digests, *Narratology, *Story Structure

Intended for administrators and policymakers as well as teachers, this digest discusses the nature of narratology and how it relates to language arts instruction. The digest first defines narratology as the structuralist study of narrative aimed at understanding how recurrent elements, themes, and patterns yield a set of universals that determine the make-up of a story. The digest then discusses the function of stories in human affairs, what structural analysis reveals about the nature of narratives, and how a child's concept of story develops. It also explores how culture affects the interpretation and telling of stories. Finally, the digest explains how the study of narrative relates to teaching and learning in the language arts. (HTH)

ED 250 697 CS 208 653
Janello, Pam
Software Evaluation for the Teacher of the English Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—9p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *English Instruction, *Evaluation Methods, Instructional Materials, *Language Arts
Identifiers—ERIC Digests, *Software Evaluation, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest offers selection strategies for consumers of English/language arts computer software. Following the introduction, the digest discusses initial considerations when evaluating software, including examining both the accompanying documentation and the actual program. It then outlines what to look for when first viewing the program in terms of organization and structure and the quality of the program's feedback for the user's answers. Next, the digest covers the pedagogical issues to consider during the first viewing. It then offers criteria for a second viewing, in which the evaluator intentionally makes errors that a student might make to examine how the program responds to confused or slow learners. Finally, the digest offers suggestions for dealing with software publishers. (HTH)

ED 250 696 CS 208 652
Hodges, Richard E.
Vocabulary. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—9p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Child Language, Elementary Education, *English Instruction, *Language Acquisition, Language Attitudes, Language Enrichment, Teaching Methods, *Vocabulary Development, Vocabulary Skills
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores the nature of vocabulary and its implications for classroom instruction. After defining vocabulary and discussing some of the sources of English vocabulary, the digest examines how children's vocabularies develop. It then discusses the role of vocabulary instruction and ways that such instruction can go beyond teaching just new words to enhance students' understanding of how words are used. (HTH)

ED 250 695 CS 208 651
Hodges, Richard E.
Spelling. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—10p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Elementary Education, *Language Acquisition, Language Arts, *Language Research, *Spelling, *Spelling Instruction, Teaching Methods, Written Language
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores researchers' current understanding of English spelling and its acquisition as the basis for spelling instruction methods other than memorization. After defining spelling and the relationship between spoken English and its written system, the digest explores how spelling ability develops in children. It then discusses the implications of spelling acquisition for classroom instruction. The digest concludes with a list of suggested readings, in which in-depth discussion of points brought out in the digest can be found. (HTH)

ED 250 694 CS 208 650
Holbrook, Hilary Taylor
Qualities of Effective Writing Programs. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Administrator Role, Content Area Writing, Curriculum Development, Elementary Secondary Education, *Program Effectiveness, Program Evaluation, Teacher Improvement, *Teaching Methods, Writing Evaluation, *Writing Instruction, Writing Processes, Writing Research
Identifiers—ERIC Digests, Theory Practice Relationship, *Writing Programs

Intended for administrators and policy makers as well as teachers, this digest explores the components common to effective writing programs. The digest first discusses activities at the classroom level as the foundation of a successful writing program and elements that should be included in classroom instruction, such as the process approach to composing and writing assessment techniques. Next, the digest discusses how writing teachers' skills can be improved (particularly through inservice education), then explores the value of a schoolwide emphasis on writing instruction and ways to orient content area faculty to such a program. Finally, the digest examines the ways in which administrators can contribute to the success of the writing curriculum. (HTH)

ED 250 693 CS 208 649
Suhor, Charles
Thinking Skills in English–And across the Curriculum. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Cognitive Processes, Coherence, *Critical Thinking, Educational Theories, Elementary Secondary Education, *English Instruction, Integrated Curriculum, Interdisciplinary Approach, *Language Role, Language Usage, Psycholinguistics, Teacher Role
Identifiers—ERIC Digests, Theory Practice Relationship, *Thinking Skills

Intended for administrators and policy makers as well as teachers, this digest explores issues surrounding methods of teaching thinking skills and who should teach them. Following an introduction that acknowledges the need for teaching such skills but a lack of consensus on how to meet this need, the digest discusses theories of isolating specific cognitive skills for instruction, including generalizable and local or content specific skills, while noting little agreement on what constitutes thinking, and lack of a compelling taxonomy of thinking skills for use in educational programs. It then explores local skills, skills taught in specific subject areas. Next, the digest explores those thinking skills essential to English and the language arts, and the role English teachers play in teaching thinking skills. Based on the close ties of oral and written language to thinking and the pervasiveness of language in the teaching of all subjects, the digest concludes by discussing the role of language and thinking across the curriculum. (HTH)

ED 250 692 CS 208 648
Auten, Anne
How to Find Good Computer Software in English and Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Computer Assisted Instruction, *Computer Software, Elementary Secondary Education, *English Instruction, *Information Sources, Instructional Materials, *Language Arts
Identifiers—ERIC Digests, *Software Reviews, Theory Practice Relationship

Intended for administrators and policy makers as well as teachers, this digest identifies for prospective purchasers various sources that offer reviews of educational computer software for English and the language arts. Following an introduction, the first section of the digest discusses content-specific as well as general educational computing subscription publications. The next two sections examine help available from professional associations and consortia services. The fourth section explores online sources for titles of recommended software, while the fifth discusses sources for published catalogs of approved software. The final section covers informal sources, such as independent distributors and consultants. (HTH)

ED 250 691 CS 208 647
O'Donnell, Holly
Large Scale Writing Assessment. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—84
Contract—400-83-0025
Note—14p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Assessment, Educational Trends, Elementary Secondary Education, Evaluation Methods, *Holistic Evaluation, *Scoring, *Test Reliability, Writing (Composition), *Writing Evaluation
Identifiers—*Analytical Scoring, ERIC Digests, *Primary Trait Scoring, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest explores approaches to, problems with, and trends in large scale writing assessment. The digest first compares direct and indirect assessment approaches, then examines three approaches to scoring: holistic, primary trait, and analytic. It then discusses issues and problems surrounding the reliability and validity of the scores generated by such assessment. Finally, the digest examines trends characterizing large scale writing assessment. (HTH)

ED 250 690 CS 208 646
Lehr, Fran
Responses of the English Language Arts Profession to "A Nation at Risk." ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Curriculum Development, *Educational Improvement, *Educational Quality, Elementary Secondary Education, English Instruction, Higher Education, Language Arts, Standards, *Teacher Attitudes, Teacher Education, Teaching (Occupation)
Identifiers—ERIC Digests, Excellence in Education, National Commission on Excellence in Education, *Nation at Risk (A)

Intended for administrators and policy makers as well as teachers, this digest presents a selection of reactions to "A Nation at Risk," the report by the National Commission on Excellence in Education. The five parts of the digest discuss the five major recommendations of the commission's report concerning curriculum, standards and expectations, time use, the teaching profession, and leadership and support, and present responses to each recommendation by educators in English and the language arts. (HTH)

ED 250 689 CS 208 645
Mier, Margaret
Class Size and Writing Instruction. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—12p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Classroom Environment, *Class Size, Elementary Secondary Education, Teacher Effectiveness, Teaching Conditions, Teaching Load, *Writing Instruction, *Writing Research
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for administrators and policymakers as well as teachers, this digest reports on the relationship between class size and writing achievement. The digest first reviews the contradictory findings of class size research, then examines results of meta-analyses of these studies, and subsequent responses. The digest then explores the implications of class size research for writing instruction and what administrators and policymakers can do to reduce class size and teacher workload for composition instruction. (HTH)

ED 250 673 CS 007 841
Haussler, Myna M. Goodman, Yetta M.
Resources for Involving Parents in Literacy Development. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—11p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Early Reading, Elementary Education, *Family Environnrent, Literacy, Parent Child Relationship, *Parent Role, Preschool Education, Reading Instruction, *Reading Readiness, *Reading Research, *Resource Materials
Identifiers—ERIC Digests, Theory Practice Relationship

Intended for parents, as well as school administrators, policymakers, and teachers, this digest discusses resources available for developing children's early literacy. The digest first discusses research indicating the role of parents in early reading experience, then discusses, in general terms, sources for literacy materials for parents, classrooms, and the community. The digest concludes with a bibliography and a list of organizations that distribute literacy materials. (HTH)

ED 250 670 CS 007 837
Standiford, Sally N.
Metacomprehension. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—84
Contract—400-83-0025
Note—10p.; Provided in both typewritten version and one-page typeset version.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Cognitive Processes, Elementary Secondary Education, Learning Processes, Perception, *Reading Comprehension, *Reading Instruction, *Reading Processes, Student Evaluation, Teacher Role, Teaching Methods
Identifiers—ERIC Digests, *Metacomprehension

Intended for administrators and policymakers as well as teachers, this digest explores the nature of students' metacomprehension, or their awareness of their own understanding, and the implications of this awareness for reading instruction. After defining metacomprehension, the digest discusses why this awareness is important to the learning process. It then suggests ways that English and language arts teachers can help students improve their metacomprehension. Finally, the digest explores ways in which teachers can evaluate student metacomprehension. (HTH)

ED 248 244 SP 025 259
Ashburn, Elizabeth A.
Emergency Teacher Certification. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Feb 84
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Achievement, Educational Certificates, *Educational Quality, Elementary Secondary Education, *Teacher Certification, Teacher Employment, *Teacher Qualifications, *Teacher Shortage
Identifiers—*Emergency Teacher Certification

Emergency certification involves the issuance of teaching licenses to individuals who have not completed a traditional college or university teacher education program. This two-page information review examines the problems arising from emergency certification and its relationship to student achievement. Some alternatives to emergency certification are suggested. Eleven references on this topic are listed. (JD)

ED 248 243 SP 025 258
Griffith, Devon
What First-Year Teachers Need to Know. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Beginning Teachers, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Effectiveness, *Teacher Improvement, *Teacher Orientation, Teaching Experience

This two-page information review explores the controversy over the question of what beginning teachers must know to teach effectively and outlines a tentative definition of "essential knowledge" for first-year teachers. Eleven references are listed. (JD)

ED 248 242 SP 025 257
Gilman, Francie
The Effects of Corporate Involvement in Education. ERIC Digest.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jan 84
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Educational Cooperation, Elementary Secondary Education, Employment Opportunities, *School Business Relationship, *School Involvement, Schools of Education

In this two-page information review on relationships between schools and businesses, the following questions are discussed: (1) How are corporations involved with education? (2) What are the benefits to education of educational activities supported by corporations? (3) What risks are associated with corporate involvement in education? (4) What strategies characterize successful school-business partnerships? and (5) How does corporate involvement benefit schools of education? Nineteen references are lised. (JD)

ED 248 240 SP 025 255
Priest, Laurie
The Case for Physical Education. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Oct 83
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Child Development, Elementary Secondary Education, *Intellectual Development, *Mental Health, Physical Activities, *Physical Education, Physical Fitness, *Physical Health, Well Being

This two-page information review presents a brief review of research literature which reinforces the belief that regular physical education programs included in school curricula produces physical, psychological, and intellectual benefits. Eighteen references are cited. (JD)

ED 248 239 SP 025 254
Martin, Elaine Russo
The Teacher as Decision Maker. ERIC Fact Sheet.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—Jun 83
Contract—400-83-0022
Note—3p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Classroom Techniques, *Decision Making, Elementary School Teachers, Elementary Secondary Education, Secondary School Teachers, *Teacher Behavior, Teacher Characteristics, *Teacher Role, *Teaching (Occupation), Teaching Conditions

This two-page information review draws similarities between the work of teachers and executives, cites some of the research analyzing the role of teachers as decision makers, and argues the importance of teachers developing, in their minds and in the mind of the public, an image of teachers as executives. Nineteen references are listed. (JD)

ED 248 238 SP 025 253

Priest, Laurie Summerfield, Liane

Careers in Commercial and Private Recreation. ERIC Fact Sheet.

ERIC Clearinghouse on Teacher Education, Washington, D.C.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 83

Contract—400-78-0017

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Athletics, *Career Choice, Cultural Activities, *Employment Opportunities, *Employment Patterns, Management Development, *Recreation, *Recreational Programs, *Service Occupations

A decline in government funding for recreational services has stimulated the growth of private and commercial recreation. In this two-page information review, areas in which job opportunities in the recreational field are to be found are discussed, and trends in commercial recreation are listed. A list of 22 resource organizations and 6 periodicals on recreation, as well as 11 references, is included. (JD)

ED 242 801 UD 022 937

Ascher, Carol

Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students. ERIC/CUE Digest Number 19.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Jan 84

Note—5p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Computation, *Computer Assisted Instruction, Computer Literacy, *Disadvantaged Youth, Economically Disadvantaged, Educational Research, Educational Trends, Elementary Secondary Education, *Equal Education, *Equal Facilities, Language Arts, *Microcomputers, Minority Group Children, Reading, Underachievement, *Urban Schools, Urban Teaching

Identifiers—PF Project

Research on microcomputers in education suggests that this new technology may be widening the gap between rich and poor schools and talented and underachieving students. Public schools in poor districts and small parochial schools are the least likely to own computers. One survey indicates that while 66 percent of affluent school districts have computers, only 41 percent of the least wealthy districts have them. Even among schools owning microcomputers, there is the question of how these computers are used in instruction. Wealthier schools tend to conduct classes in computer programming, while less affluent schools offer computer assisted instruction (CAI) such as drill and practice. Little research has been conducted on the success of CAI for disadvantaged students. The studies completed indicate that CAI has a positive effect on disadvantaged elementary and secondary students' computation skills, and on elementary students' language arts skills. On the less positive side, CAI shows mixed results in teaching vocabulary skills and reading to this student population. Schools serving disadvantaged populations must ask themselves whether these students are being served equitably by their exposure to computers, and when they are using computers, whether the curriculum is best suited to their needs. (LP)

ED 240 400 CE 800 092

Miller, Juliet

Part-Time Teachers in Adult and Vocational Education. Overview: ERIC Digest No. 30.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, *Educational Needs, *Employment Patterns, Employment Statistics, Individual Needs, Literature Reviews, *Part Time Employment, *Part Time Faculty, Postsecondary Education, *Teacher Improvement

Identifiers—ERIC, Fact Sheets, PF Project

An overview of the use of part-time teachers in adult and postsecondary education is presented. It is stated that adult and postsecondary institutions have found that the extensive use of part-time teachers helps to fulfill the needs for maintaining current, relevant training programs in new and emerging occupations; for providing training programs on an occasional, on-demand basis; and for offering ongoing programs for which low enrollments are anticipated. Topics covered in this digest include: (1) trends in and statistics on the use of part-time teachers; (2) benefits of part-time teaching for the individual and for the institution; (3) employment characteristics and training needs of part-time teachers; and (4) approaches to strengthening the quality of part-time teachers including orientation, professional development, and evaluation and supervision. This digest includes a five-item bibliography of references, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 399 CE 800 091

Imel, Susan

Retirement Education Programs. Overview: ERIC Digest No. 29.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency--National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Adult Education, Educational Benefits, Educational Needs, Literature Reviews, *Older Adults, Population Trends, *Preretirement Education, Program Content, *Retirement

Identifiers—ERIC, Fact Sheets, PF Project, *Retirement Planning

Retirement is a phenomenon of contemporary, industrialized nations. Retirement, which may be either voluntary or forced, generally refers to that phase in life when full-time, paid employment ceases. Depending on individual circumstances, it may be viewed as either a positive or negative event. Retirement planning and preparation are key factors in developing favorable attitudes toward retirement. Demographic, economic, and social changes which will have an effect on retirement in the future include an increase in the number of elderly, an increase in life expectancy, the need for elderly persons to earn money, and the changing work and career roles of women. Retirement planning refers to those activities which help individuals make decisions about their retirement. Areas of concern which are covered in retirement preparation programs include: finance, interpersonal relationships, self-concept, physical changes, and life-style changes. Potential benefits of retirement planning include: a better understanding of normal changes which occur as a result of aging and retirement, interpersonal communication skills and a feeling of control over the future, a personal plan for retirement, a positive attitude, and successful adjustment. This document includes a five-item bibliography of references, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 398 CE 800 090

Imel, Susan

Human Resource Development: An Introduction. Overview: ERIC Digest No. 28.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Business, Definitions, *Industry, *Labor Force Development, Literature Reviews, Program Descriptions, School Business Relationship, *Staff Development

Identifiers—ERIC, Fact Sheets, PF Project

A review of the literature on human resource development (HRD) and HRD programs is presented. Topics include: (1) two definitions of HRD (Nadler 1983 and the American Society for Training and Development); (2) an analysis of those definitions; (3) the importance of HRD to organizations and individuals; (4) descriptions of types of HRD programs including professional programs, skill and technical programs, managerial programs, compensatory programs, and worker programs; (5) statistics on amount of money spent, number of employees involved, and largest providers of HRD programs; (6) ways in which education can link with business and industry to provide HRD including development of a mutual relationship, research, and exchange of personnel; and (7) a brief discussion of the future of HRD. A five-item bibliography of references is included, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 397 CE 800 089

Miller, Juliet

Career Development in Adult Basic Education. Overview: ERIC Digest No. 27.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Adult Basic Education, *Adult Students, *Career Development, *Career Education, Guidelines, Literature Reviews, Program Content, Program Design, Student Characteristics, Student Needs, Surveys

Identifiers—ERIC, Fact Sheets, PF Project, Program Objectives

The results of surveys on adult basic education (ABE) student characteristics and program goals are presented in this digest along with recommendations on career development in ABE. Topics include: (1) results of a survey of directors of ABE projects which ranked the importance of 10 goals of ABE (Young and others 1980); (2) statistics from a survey on the characteristics of ABE students (Young and others 1980); (3) a description of the characteristics of illiterate adults (Ulmer and Dorland 1981); (4) a discussion of the career development needs of ABE students; (5) seven suggested goals for ABE career development programs (Deems 1983); (6) a list of 14 content areas which need to be addressed in order to achieve those goals; and (7) brief recommendations on how ABE career development programs should be organized including delivery models, staff qualifications, physical facilities, instructional materials, consultants, and follow-up services. A three-item bibliography of references which are available from the Educational Resources Information Center (ERIC) system is included. (DC)

ED 240 396 CE 800 088

Miller, Juliet

Career Education for the Underemployed. Overview: ERIC Digest No. 26.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[83]

Contract—NIE-C-400-81-0035

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Career Education, *College Graduates, Educational Needs, *Education Work Relationship, *Employment Patterns, Employment Projections, Employment Statistics, Higher Education, Individual Needs, Literature Reviews, *Underemployment

Identifiers—ERIC, Fact Sheets, PF Project

Facts and figures related to the underemployment of college graduates are presented. Underemployment is defined as holding a job that requires less education than the employee has obtained. Topics which are discussed in this digest include: (1) the implications of underemployment for career development; (2) statistics on college enrollment and the proportion of college graduates in the labor force; (3) types of jobs held by college graduates; (4) the employment outlook for college graduates; (5) trends in family income since 1960; and (6) career education needs of the underemployed including exploration of a wider range of options, exploration of the relationship between work and other life roles, and career planning for multiworker families. This digest includes an eight-item summary of employment trends and an eight-item bibliography of references, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 395 CE 800 087

Miller, Juliet

Communications Technologies in Adult, Career, and Vocational Education. Overview: ERIC Fact Sheet No. 22.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Note—4p.; This fact sheet is based upon four papers included in "Communications Technologies: Their Effect on Adult, Career, and Vocational Education" edited by N.E. Singer (ED 220 726).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Communications, Delivery Systems, *Educational Change, Educational Demand, *Educational Technology, Literature Reviews, Teacher Role, Teaching Methods, *Technological Advancement, *Telecommunications
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet provides an overview of the potential effects of new communications technologies on education. The topics which are addressed include: (1) examples of communications technologies including television, teletext and viewdata, Instructional Television Fixed Service and Multipoint Distribution Services, videodiscs, direct broadcast satellites, and personal computers; (2) influences these technologies will have on the workplace and on the demand for education; (3) ways that they will affect teaching methods and instructional delivery systems; and (4) potential effects they will have on the role of the educator. Four papers upon which this fact sheet is based (see note) are cited along with three additional resources, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 240 394 CE 800 086

Miller, Juliet

Displaced Workers. Overview: ERIC Fact Sheet No. 21.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[83]
Note—4p.; This fact sheet is based upon "Worker Adjustment to Plant Shutdowns and Mass Layoffs: An Analysis of Program Experience and Policy Options" by M.C. Barth and F. Reisner (ED 209 478) and "Employment Generating Services Handbook: Practical Models for Expanding Job Opportunities" by the National Alliance of Business (ED 208 261).
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Business Responsibility, Cooperative Programs, *Dislocated Workers, Economic Development, *Employment Programs, Employment Statistics, Government Role, *Individual Needs, Industry, *Job Layoff, Literature Reviews, Program Development, Retraining, *Unemployment
Identifiers—ERIC, Fact Sheets, PF Project

The displaced worker is an individual who has been laid off from a job and has little or no hope of returning to that particular position. The number of displaced workers is large and is apt to increase. Displaced workers are typically male, older, not highly educated, and are union members with several years of seniority and above-average wages. Long-term solutions to their needs are provided by economic development strategies involving the cooperation of government, business, and education. Short-term strategies such as Canada's Manpower Adjustment Committees are used to respond to the needs of employers and employees in specific situations. The most important goal of short-term programs may be to help displaced workers understand that there is a network of support services available. Responsibility should be shared by government, employers, labor, education, and community agencies. This fact sheet includes lists of: (1) facts and figures on displaced workers; (2) individual needs; (3) long-term economic development strategies; (4) features of adjustment committees; (5) short-term program strategies; (6) ways in which agencies can share responsibility; and (7) two references upon which this fact sheet is based (see note). (DC)

ED 237 811 CE 800 065

Imel, Susan

Guidelines for Working with Adult Learners. Overview: ERIC Fact Sheet No. 25.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Contract—NIE-C-400-81-0025
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, Adult Learning, *Adult Programs, *Adult Students, Guidelines, Instructional Design, Learning Motivation, *Program Development, Resource Materials, Student Characteristics, Student Participation, Student Responsibility
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet offers guidelines to consider when developing educational programs for adults. Characteristics of adults which affect learning are discussed under the following headings: adult life cycle; time orientation geared toward immediacy; broad base of experience; independent self-concept; and social roles. The importance of allowing adults to assume responsibility for their learning is emphasized along with several ways in which this can be achieved. Four basic steps in the instructional design process are described: specifying objectives; identifying and arranging learning tasks; selecting techniques and devices; and developing evaluation instruments. Involvement of adults in the development of educational programs is discussed in relation to developing program objectives, content, activities, and evaluation. Nine techniques for enhancing the learning motivation of adult students are offered. A bibliography is included which cites five resources available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 810 CE 800 064

Imel, Susan

Quality Circles: Implications for Training. Overview: ERIC Fact Sheet No. 24.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employee Responsibility, Employer Employee Relationship, *Organizational Development, Organizational Theories, *Program Design, Program Implementation, Resource Materials, Social Theories, *Training, Training Objectives
Identifiers—ERIC, Fact Sheets, PF Project, *Quality Circles

Quality circles are part of the movement to provide workers with increased autonomy, responsibility, and authority. Key elements of quality circles are the characteristics of their members, volunteer participation, regular meetings, training, problem identification, and solution implementation. The theoretical bases of quality circles include: McGregor's Theory Y (1960), a management style that incorporates employees into the management process; factors identified by Herzberg (1966) that enhance or detract from job satisfaction; and Maslow's hierarchy of human needs (1954). Five steps are essential to successful implementation: (1) understanding and commitment of top management; (2) active involvement of middle managers; (3) intensive training for all participants; (4) preparation of the organization for implementation; and (5) establishment of rules and procedures. Training is the key element. The four levels of people who need to receive training are management, facilitators, team leaders, and circle members. Training developers need to take into account several organizational and process considerations. The outcomes of quality circles include improved quality and productivity, a better-functioning organization, and role changes. This fact sheet includes a bibliography of resources, one of which is available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 809 CE 800 063

Imel, Susan

Adult Education for the Handicapped. Overview: ERIC Fact Sheet No. 23.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Accessibility (for Disabled), *Adult Education, *Adult Students, Blindness, Deafness, *Disabilities, Guidelines, Individual Characteristics, Individual Needs, Mental Retardation, Physical Disabilities, *Program Development, Resource Materials, *Special Education
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet presents the needs and characteristics of handicapped adults as an aid in developing and adapting educational programs. Following a discussion of the desire which adult educators feel to provide opportunities for all students, four general problem areas are described: attitudes of others, lack of mobility, diminished cognitive or intellectual capacity, and lack of communication skills. Three areas of concern for program development which have been identified by the Council on Exceptional Children (1980) are presented: accessibility, specially designed instruction, and cooperative planning. In addition, the following principles proposed by the Council are offered: (1) individuals with disabilities should be respected as adults; (2) they should have available the wide range of programmatic options available to nonhandicapped individuals; (3) they should be provided with educational programs on the same economic and administrative terms as nonhandicapped individuals; and (4) they should have the same benefits as the nonhandicapped when they participate in adult education. The final section describes the handicapping conditions and barriers facing the physically handicapped, the blind, the deaf, and the mentally retarded. A bibliography is included which cites two resources, both of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 808 CE 800 062

Denniston, Denie Imel, Susan

Adults in Career Transition. Overview: ERIC Fact Sheet No. 20.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Development, *Adults, *Career Change, Career Development, Delivery Systems, Individual Characteristics, Individual Needs, Influences, *Midlife Transitions, Resource Materials, Services
Identifiers—ERIC, Fact Sheets, PF Project

Changing careers during adulthood has been recognized only recently as a natural part of the development of adult life. A study estimated that 36 percent of all Americans are in some stage of the career transition process. Career changes are becoming increasingly common for women, for workers whose skills have become obsolete, for individuals experiencing a shift in values, and for older workers. Reasons for career changes are either internal or external. Internal or psychological factors are related to changes in individuals or their families. External factors are often related to economic or technological changes in the environment and the work place. Many adults have trouble making career transitions due to: (1) lack of motivation; (2) lack of access to information about alternative careers and opportunities; (3) a narrow idea of available jobs; (4) limited education/training; (5) lack of funds; and (6) lack of counseling. A variety of educational and support services can be provided to help overcome these problems. These services can be delivered effectively through comprehensive guidance centers, residential programs, and brokering services (resource and referral services). This fact sheet includes a bibliography of four resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 807 CE 800 061
Denniston, Denie
Alternative Work Patterns as Innovations in the Work Place. Overview: ERIC Fact Sheet No. 19.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Business, Employer Employee Relationship, Employment Patterns, *Employment Practices, *Flexible Working Hours, *Individual Needs, Industry, *Job Development, Occupational Surveys, Resource Materials
Identifiers—ERIC, Fact Sheets, PF Project

Alternative work patterns are work schedules that allow employees to select the hours and length of their workweeks. Reasons for choosing alternative work patterns include transportation considerations, participation in outside activities, ability to work better during certain hours, child care, and household commitments. Examples of alternative work patterns include: (1) flextime; (2) job sharing; (3) reduced worktime; (4) leisure sharing; (5) compressed workweek; (6) part-time employment; and (7) tapered employment. If alternative work patterns become part of the normal work pattern, education will have to address the needs of individuals in the midlife stage. Implications for companies will be in the areas of tuition aid, retraining, and career development. Recent surveys indicate that the preference of employees is to give up wages for time away from their jobs. The major reasons for choosing alternative work patterns seem to be to have additional free time to enhance the quality of life, to increase education and retraining, and to allow for better transition to retirement years. This fact sheet includes a bibliography of three resources which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 806 CE 800 060
Beaudin, Bart
Employment and Older Adults. Overview: ERIC Fact Sheet No. 18.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Age Discrimination, Employee Attitudes, Employer Attitudes, *Employment, *Employment Patterns, Employment Practices, Employment Statistics, Equal Opportunities (Jobs), Guidelines, *Older Adults, *Personnel Policy, Resource Materials, Retirement
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet provides an overview of the employment situation facing older adults. Statistics (Harris 1974 and 1979) are presented on the number of older Americans who are working, volunteering, or have an interest in working or volunteering; the attitudes of employers and employees about retirement and about working after age 65; and the demographic shifts in the composition of the work force. Current employment and pension policies which are causing a decline in the labor force participation of older persons are described including mandatory retirement, Employment Retirement Income Security Act (ERISA) regulations, and Social Security limitations. Forces which are slowing or reversing this decline are also described. Fourteen specific recommendations for age-neutral personnel policies are presented. The recommendations are organized into four categories: (1) hiring and separation; (2) pay and benefits; (3) assessment and counseling; and (4) training and development. This fact sheet includes a bibliography of eight resources, four of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 805 CE 800 059
Beaudin, Bart
Employer-Sponsored Training. Overview: ERIC Fact Sheet No. 17.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employer Employee Relationship, *Employers, *Industrial Training, Industry, *Inplant Programs, Off the Job Training, On the Job Training, Resource Materials, Statistical Surveys, Training Methods, Training Objectives
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet identifies some of the basic premises of employer-sponsored training and reviews two studies that surveyed the quantity of occupational training in industry. Highlights and statistics from a 1977 study by Seymour Lusterman entitled "Education in Industry," and a 1975 study by the Bureau of Labor Statistics entitled "Occupational Training in Selected Metalwork Industries, 1974" present findings concerning percentages of companies which provide training programs, types of programs offered, percentages of employees participating in training, reasons why companies have training programs, and budget and personnel allocations for training. Three identified categories of training are listed: essential, remedial, and beneficial. The following on-site and off-site training methods are described: (1) on-the-job training (OJT); (2) coaching; (3) job rotation; (4) lecture; (5) audiovisual; (6) computer-assisted instruction; and (7) equipment simulators. Three professional journals are listed as sources of information on this topic along with a bibliography citing six resources, three of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 804 CE 800 058
Postsecondary Career Education. Overview: ERIC Fact Sheet No. 16.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *College Programs, College Students, Delivery Systems, Educational Strategies, *Postsecondary Education, Program Design, Resource Materials, Student Needs
Identifiers—ERIC, Fact Sheets, PF Project

Postsecondary institutions have developed expanded, comprehensive career education programs. Needs and problems that should be addressed when developing such programs include assisting students with educational-vocational planning, providing faculty inservice training, improving student support programs, developing work skills related to career goals, providing relevance for diverse student populations, and increasing student recruitment and retention efforts. Specific areas or populations which have received special attention are: infusion into selected fields of study; undecided majors; workers and other adults; and women, disabled, and minorities. Elementary-secondary career education programs have focused on infusion, career guidance, and collaboration with the community. Postsecondary programs have incorporated such strategies along with the following delivery systems: (1) faculty development/consultation; (2) academic advising; (3) experience-based career education (cooperative education); (4) separate courses; (5) liberal arts curricula; (6) mentors and brokers/consultants; (7) individual and group career counseling; (8) career placement services; (9) career centers; (10) computer-based systems; and (11) telephone-based programs. Implementation of the full treatment requires considerable organizational commitment and change, but such a comprehensive effort benefits students. This fact sheet includes a bibliography of six resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 803 CE 800 057
Miller, Juliet
Vocational Education in Rural America. Overview: ERIC Fact Sheet No. 15.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Agricultural Education, *Agricultural Occupations, *Educational Needs, Employment Opportunities, Population Trends, Postsecondary Education, Poverty Areas, Resource Materials, *Rural Areas, *Rural Education, Rural Population, Rural Schools, Secondary Education, *Vocational Education
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet provides an overview of rural schools, people, and labor markets to help vocational educators better understand the needs of rural Americans. It is based on "A Portrait of Rural America: Conditions Affecting Vocational Education Policy" (Rosenfeld 1981). Data is presented on population trends, poverty, employment patterns, employment opportunities, and rural schools. Implications for vocational education are drawn from the following facts: (1) the basic skill level of rural students tends to be lower; (2) farm jobs are declining, but there are a variety of agribusiness-related occupations for which curriculum is needed; (3) new industries are being attracted to rural areas; (4) many rural Americans are self-employed; (5) because of the small size and limited resources of rural schools, it is difficult to provide varied course offerings and special services; (6) parents strongly influence the career choices of their children; and (7) there is a strong need for postsecondary and adult vocational education programs. A bibliography is included which cites six resources, three of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 802 CE 800 056
Waiters, Josephine
Tailoring Vocational Education to Adult Needs. Overview: ERIC Fact Sheet No. 14.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Programs, *Adult Students, *Adult Vocational Education, Educational Objectives, Financial Support, *Individual Needs, Postsecondary Education, Program Descriptions, Resource Materials
Identifiers—ERIC, Fact Sheets, PF Project

Vocational education has been altered to meet the needs of the growing number of adults participating in educational activities. Adult vocational education is a process by which adults prepare to enter an occupation or upgrade a present occupation. Programs and activities are designed to develop basic education skills, enhance occupational and career awareness, and support job preparation. Funds for adult vocational education generally come from three categories: public, private, and school-business cooperative programs. When designing programs, it should be kept in mind that adult learners are independent, have a reservoir of occupational experience which can serve as a resource, and have a problem-centered rather than a subject-centered orientation. Examples of programs and curriculum include: (1) teaching material developed by the Vocational-Technical Education Consortium of States (V-TECS); (2) the Performance-Based Adult Vocational Education Project (PAVE) and the Competency-Based Adult Vocational Education Project (CBAVE); and (3) the 916 Area Vo-Tech School in Minneapolis, Minnesota. Adult populations which have received special attention from federal legislation include women, the disabled, the disadvantaged, and older adults. This fact sheet includes a bibliography of six resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 801 CE 800 055
Thompson, Catherine
The Future of Family Life. Overview: ERIC Fact Sheet No. 13.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Clothing, Consumer Education, Day Care, Employed Women, *Family Life, Family Problems, Family Structure, *Futures (of Society), *Home Economics Education, Home Management, Nutrition, Resource Materials, *Social Change
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet presents an overview of current and projected changes in American family life, along with implications of those changes for home economics educators. Topics which are covered include: (1) changing family structures; (2) working women and homemakers; (3) family problems such as divorce, adolescent sexuality and pregnancy, violence and neglect, and narcissism; (4) the need for child care and child development programs; (5) consumer education with an emphasis on responsible consumption and energy conservation; (6) home management, especially money management; (7) social and psychological effects of the household environment on family members and the use of the home as a learning center; (8) nutrition and food; and (9) economic, social, and psychological concerns related to textiles and clothing. A bibliography is included which cites three resources, one of which is available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 800 CE 800 054
Beaudin, Bart
Retaining Adult Students. Overview: ERIC Fact Sheet No. 12.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Academic Persistence, Adult Education, *Adult Students, *Dropout Research, Educational Environment, Educational Psychology, Influences, Models, Resource Materials, *School Holding Power, Student Attitudes
Identifiers—ERIC, Fact Sheets, PF Project

Findings from research on student retention and adult education participation can guide educators in improving the persistence of adult students. In order to increase student persistence, programs and teachers should: address real needs; create a supportive learning environment; minimize problems and barriers; communicate accurately; and monitor attendance and dropout rate so that a problem can be identified and dealt with quickly. Variables affecting participation in adult education have been identified: (1) factors having to do with the individual; (2) socioenvironmental forces; (3) individual expectations; (4) the learning experience; (5) continuous evaluation, and (6) satisfaction with the learning experience. Among the models which have been advanced to explain participation are the Congruence Model which states that congruence within the participant, and between the participant and the educational environment, can determine whether a person drops out; and the Chain of Response (COR) Model which is based on the premise that participation is not a single act but a chain of responses, each based on an evaluation of the individual's position in the environment. This fact sheet includes a bibliography of two references and three additional resources, some of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 799 CE 800 053
Eabon, Michelle F.
Career Development in the Work Place. Overview: ERIC Fact Sheet No. 11.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Development, Business, *Career Development, *Employees, Employer Attitudes, *Employer Employee Relationship, *Improvement Programs, Industry, Job Performance, Job Satisfaction, Program Descriptions, Resource Materials, Surveys
Identifiers—ERIC, Fact Sheets, PF Project

Changes in the composition and attitudes of the work force have resulted in increased interest by employers in formulating and implementing career development efforts for their employees. Surveys have revealed: companies believe that career development efforts enhance employee performance and improve utilization of talents; most organizations have some sort of career development activity and it is receiving increased attention; there is little agreement about how to make programs operational; and research has generally not preceded development and implementation. Research into the psychology of adult development can be applied to career development as well. By utilizing the process of adult development, individuals can be encouraged to achieve their full career potential, thereby benefiting both the individual and the organization. Current approaches to career development involve: (1) individual career planning and counseling; (2) assessment; (3) career information services; (4) organizational career planning; (5) training and development; and (6) approaches aimed at special populations. Although much variety exists in these practices, it is clear that career development endeavors are significant undertakings in a rapidly increasing number of work settings. This fact sheet includes a bibliography of three resources, two of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 798 CE 800 052
Miller, Juliet
Competency Education for Adult Literacy. Overview: ERIC Fact Sheet No. 10.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Basic Education, Adult Education, *Adult Literacy, *Competency Based Education, *Daily Living Skills, Educational Research, *Functional Literacy, Minimum Competencies, Problems, Program Content, Resource Materials
Identifiers—ERIC, Fact Sheets, PF Project

Recently, the definition of functional literacy has been broadened to include the completion of a secondary education or its equivalent. This definition focuses on obtaining the functional competencies required to perform adequately in adult life. Three major sets of functional competencies are represented in models developed by the Adult Performance Level Project, the New York State External High School Diploma Program, and the state of California. Difficulties with traditional adult education programs have been accessibility and a lack of defined competencies. Competency-based adult education (CBAE) responds to this problem by providing an individualized set of competencies to meet adult needs. CBAE programs share these common components: (1) identified and stated outcomes or competencies; (2) a formal assessment system; (3) functional literacy subject matter integrating both basic and life skills; and (4) certification of mastery of competencies. Research on CBAE indicates that: students, administrators, and staff have different perceptions of the importance of competency areas; no competency list is appropriate for all students; more effective ways of measuring competencies need to be developed; and competency-based programs are effective. This fact sheet includes a bibliography of seven resources, most of which are available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 797 CE 800 051
Mays, Francine Imel, Susan
Adult Learning Disabilities. Overview: ERIC Fact Sheet No. 9.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Adult Education, Adults, *Adult Students, *Educational Diagnosis, Guidelines, *Individual Characteristics, *Learning Disabilities, Resource Materials, *Teaching Methods
Identifiers—ERIC, Fact Sheets, PF Project

An overview of learning disabilities in adults is presented to aid in detection, diagnosis, and instruction. Following a description of learning disabilities in general, and the occurrence in adults in particular, nine observable characteristics of learning-disabled adults are discussed: (1) vision problems; (2) extraneous vocal sounds; (3) inability to match sounds to symbols or to distinguish between similar sounds; (4) confusion about sequential order; (5) inability to simultaneously integrate basic sensory channels for learning; (6) low level of frustration; (7) negative self-image; (8) poor concept of time; and (9) physical conditions resulting from metabolism problems. Recommendations for formal and informal diagnostic procedures are presented including observation, selecting an instrument, and steps to take after testing. Nine specific teaching and learning strategies are offered for working with learning-disabled adults. Two resources, upon which this fact sheet is based, are listed as available from the Educational Resources Information Center (ERIC) system. (DC)

ED 237 796 CE 800 050
Russell, Jill
Career Assistance for Older Adults. Overview: ERIC Fact Sheet No. 8.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Adult Education, *Career Guidance, Demography, Educational Gerontology, Employment Potential, *Employment Programs, National Organizations, *Older Adults, Program Descriptions, Resource Materials, Volunteers
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet presents an overview of the situation facing older adults with respect to employment and education. Demographic statistics presented on persons over 65 include male-female ratio, proportion living in institutions, years of schooling, percentage with incomes below poverty level, and labor force participation. Implications of these facts are drawn related to work, education, and volunteerism for older adults. Examples of employment, education, and volunteer programs established at both the national and local levels are described. Suggestions for helping older adults take advantage of opportunities are accompanied by a list of five national organizations which can provide assistance. A bibliography of two references and three additional resources, some of which are available from the Educational Resources Information Center (ERIC) system, is included. (DC)

ED 237 795 CE 800 049
Marshall, Bonnie
Career Resource Center. Overview: ERIC Fact Sheet No. 7.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.

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Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Career Guidance, Evaluation Criteria, Facility Guidelines, Guidelines, Instructional Materials, Postsecondary Education, *Program Development, *Resource Centers, Resource Materials, Resource Staff, Secondary Education
Identifiers—*Career Centers, *Career Resource Centers, ERIC, Fact Sheets, PF Project

An overview of Career Resource Centers (CRCs) is presented. CRCs are described as places where students can go to find career information, find a summer job, or take a vocational interest inventory; where teachers can go to find career education materials or to arrange a field trip; or where guidance counselors can go to hold group sessions, simulate job interviews, or conduct individual vocational counseling. Topics covered in this fact sheet include: (1) the purposes of CRCs; (2) initial planning steps; (3) staffing needs; (4) facility design and placement considerations; (5) instructional media requirements accompanied by a list of 12 directories of free and inexpensive materials; and (6) questions to consider in nine categories when formulating an evaluation plan. A bibliography of two references and eight additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 794 CE 800 048
Arrington, Larry
Energy. Overview: ERIC Fact Sheet No. 6.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Employment Opportunities, *Energy, *Energy Occupations, *Federal Legislation, Postsecondary Education, Resource Materials, Secondary Education, State Programs, *Vocational Education
Identifiers—Energy Crisis, ERIC, Fact Sheets, *National Energy Plan, PF Project

This fact sheet provides a basic overview of energy problems and programs in the United States and discusses the role that vocational education can play in solving those problems. The National Energy Plan is described including its objectives, strategies, and seven legislative acts: (1) The National Energy Conservation Act; (2) The Power Plant and Industrial Fuel Use Act (Coal Conversion Act); (3) The Public Utilities Regulatory Policies Act; (4) The Natural Gas Policy Act; (5) The Energy Tax Act; (6) Crude Oil Windfall Profits Tax Act of 1980; and (7) Energy Security Act (Synthetic Fuel Act). Ways in which vocational education programs in some states are responding to the energy dilemma are reviewed. The employment outlook is described for four key alternative energy areas: solar, coal, energy efficiency (conservation), and nuclear. A bibliography citing six references and 14 additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 793 CE 800 047
Mays, Francine
Computer-Based Systems. Overview: ERIC Fact Sheet No. 5.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Guidance, *Computer Oriented Programs, Evaluation Criteria, Guidelines, *Information Systems, Media Selection, Online Systems, Postsecondary Education, Resource Materials, Secondary Education, Staff Development, Student Needs
Identifiers—*Career Information Systems, ERIC, Fact Sheets, PF Project

This fact sheet gives an overview of computer-based career information and guidance systems to aid in understanding, selecting, and using such systems. Topics covered include: (1) possible components of a computer-based system; (2) user needs which can be met through such a system; (3) areas to be considered when selecting a system including resources, information and guidance, population and setting, structure, data storage, use of data, changing and updating information, and costs; (4) issues to address to ensure the effectiveness of the system including evaluation, access for all learners, personnel preparation, and affirmative action; and (5) areas in which staff development may be needed. A bibliography citing four references and 14 additional resources, most of which are available from the Educational Resources Information Center (ERIC) system, is provided. (DC)

ED 237 792 CE 800 046
Arrington, Larry
Voc Ed & CETA. Overview: ERIC Fact Sheet No. 4.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Agency Cooperation, Cooperative Programs, *Coordination, *Employment Programs, Federal Legislation, Government School Relationship, Guidelines, Postsecondary Education, Program Development, Resource Materials, Secondary Education, *Vocational Education
Identifiers—*Comprehensive Employment and Training Act, ERIC, Fact Sheets, PF Project

Ways in which the efforts of vocational education and the Comprehensive Employment and Training Act (CETA) can be coordinated are discussed in this fact sheet. Following an overview of CETA, seven titles from the CETA amendments of 1978 which provide opportunities for vocational education-CETA coordination are described: (1) Title I: Administrative Provisions; (2) Title II: Comprehensive Employment and Training Service; (3) Title III: Special Federal Responsibilities; (4) Title IV: Youth Programs; (5) Title V: National Commission for Employment Policy; (6) Title VI: Countercyclical Public Service Employment Program; and (7) Title VII: Private Sector Opportunities for the Economically Disadvantaged. A variety of ways in which both the vocational education community and CETA prime sponsors would benefit from cooperation are listed. Specific ideas are offered for fostering coordination and cooperation in the areas of planning, evaluation, program improvement, technical assistance, and counseling. Three references for further information from the Educational Resources Information Center (ERIC) system are provided. (DC)

ED 237 791 CE 800 045
Marshall, Bonnie
Gifted & Talented. Overview: ERIC Fact Sheet No. 3.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Career Education, *Career Guidance, Elementary Secondary Education, Females, *Gifted, *Guidance Programs, Guidelines, Program Development, Resource Materials, Staff Development, Student Characteristics, Student Needs, *Talent, Teacher Characteristics
Identifiers—ERIC, Fact Sheets, PF Project

This fact sheet provides a general overview of career education and career guidance programs and practices for gifted and talented students. Topics covered include: (1) a definition of gifted and talented students; (2) the importance of early identification; (3) characteristics of the gifted and talented; (4) career development needs in the areas of self-awareness, independence, mentorship, exploratory vocational experiences, and time; (5) special problems of gifted and talented females; (6) guidelines for program development; (7) staff development needs; and (8) characteristics of successful teachers of the gifted and talented. A bibliography of resource materials available through the Educational Resources Information Center (ERIC) system cites six references and four additional resources. (DC)

ED 237 790 CE 800 044
Arrington, Larry
Military Curriculum. Overview: ERIC Fact Sheet No. 2.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Curriculum Development, *Curriculum Guides, *Instructional Materials, *Military Organizations, Postsecondary Education, Secondary Education, *Technical Education, *Vocational Education
Identifiers—ERIC, Fact Sheets, *Military Curriculum Project, PF Project

The Military Curriculum Project at the National Center for Research in Vocational Education has been responsible for reviewing approximately 1,400 military courses and selecting those which are applicable to civilian vocational and technical programs. The course materials have been found to be useful as classroom materials and as curriculum resources. Over 150 courses have been selected covering 19 occupational areas. Some examples are: (1) Agriculture: Veterinary Specialist; (2) Building and Construction: Carpentry Specialist; (3) Business and Clerical: Computer System Operation; (4) Photography: Offset Printing; (5) Textiles and Clothing: Fabric Repair Specialist, and (6) Health: Dental Specialist. This fact sheet includes a bibliography of 41 military courses which are available through the Educational Resources Information Center (ERIC) system. (DC)

ED 237 789 CE 800 043
Miller, Juliet
Experiential Education. Overview: ERIC File Sheet No. 1.
ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[82]
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Educational Objectives, *Experiential Learning, *Field Experience Programs, Guidelines, Postsecondary Education, Program Descriptions, Program Development, Resource Materials, Secondary Education, Staff Development, Student Needs, *Work Experience Programs
Identifiers—ERIC, Fact Sheets, PF Project

A basic overview of experiential education is provided in this fact sheet. Topics covered include: (1) a definition of experiential education; (2) learners' needs and educational goals that can be met through experiential education; (3) descriptions of six types of experiential education programs; (4) guidelines for 10 key areas to consider when planning programs; and (5) a list of areas in which staff development may be needed. A bibliography of three references and 15 additional resources on experiential education, most of which are available from the Educational Resources Information Center (ERIC) system, is included. (DC)

ED 237 584 UD 022 915
Ascher, Carol
Improving the Mathematical Skills of Low Achievers. ERIC/CUE Fact Sheet Number 18.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Pub Date—Sep 83
Note—4p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Academic Ability, *Black Students,

*Disadvantaged Youth, Economically Disadvantaged, Educational Improvement, Educational Needs, Educational Research, Elementary Secondary Education, *Learning Problems, *Low Achievement, Mathematical Enrichment, *Mathematics Achievement, *Mathematics Education, *Mathematics Skills, Minority Group Children

Identifiers—*National Assessment of Educational Progress, PF Project

Poor, minority, and low ability students suffer most from the general lack of sustained opportunity to study mathematics in American public schools. Studies indicate that preschool and kindergarten students show only minor social class or racial differences in mathematical thinking and that differences in mathematical performance among older students directly relate to the amount of math studied. A 1978 National Assessment of Educational Progress study of selected 9-, 13-, and 17-year-olds indicates that while the majority of American 17-year-olds have had 2 years of high school mathematics, black students have had only one year. While the National Assessment found no racial differences in cognitive level performance in mathematics, blacks had increasing difficulty with mathematical content as they became older. At age 9, blacks showed problems with variables and relationships; by age 17, they showed problems in all mathematical content areas. Although black students showed more positive attitudes towards math learning than their white counterparts at all age levels tested, this motivation alone was not sufficient to insure successful math performance. The National Diffusion Network offers a catalog of successful public school mathematics education programs. Most effective programs have included the following elements: individualized and small group instruction, calculator usage, laboratory work, cross-age tutoring, remedial pull out, and team games. (LP)

ED 235 247 UD 022 900

Ascher, Carol

Secondary School Ethos and the Academic Success of Urban Minority Students. ERIC/CUE Fact Sheet Number 14.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Dec 82

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Achievement, Educational Environment, Educational Quality, Educational Research, *Institutional Environment, Literature Reviews, *Minority Groups, Secondary Education, *Student School Relationship, *Urban Youth

Identifiers—Fact Sheets, PF Project

Educational research often defines educational goals narrowly by reading levels or Scholastic Aptitude Test (SAT) scores and equally narrowly correlates student success in these areas with the content of the curriculum or time spent in learning. According to Rutter et al., secondary schools with a good ethos create students who perform well according to cognitive, affective and behavioral measures, while schools with a poor ethos create the reverse. In their study of secondary schooling, "Fifteen Thousand Hours," Rutter and his associates found a cluster of factors that promote a good secondary school ethos: (1) student-student and student-teacher cohesion; (2) a strong academic emphasis; (3) high teacher expectations; (4) positive attitudes toward students; (5) stress on positive rewards; and (6) consistent and shared values and standards. Points from several studies are referred to, and references are provided in this two-page research summary. (JW)

ED 234 339 CS 007 126

Suhor, Charles

Semiotics. Fact Sheet.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Definitions, Interdisciplinary Approach, Language Research, *Learning Theories, Reading Research, Semantics, *Semiotics

Identifiers—Fact Sheets, PF Project

Semiotics, the study of signs, is a relatively new and highly controversial area. Symbols, icons, and indexes represent the three types of signs. Semantics, pragmatics, and syntactics represent the three basic semiotic areas, with pragmatics having a growing influence in oral language and reading. A comprehensive view of curriculum is implicit in semiotics insofar as all existing school subjects–and even subjects not yet formulated–are ways of organizing signs. The range of semiotics and its potential for organizing thinking about curriculum in new ways can add structure and substance to arguments for the things that teachers value: (1) oral language; (2) the written word; (3) the arts; (4) interdisciplinary study; and (5) the articulate exchange of ideas and feelings among students. A bibliography of 13 items is included. (JW)

ED 234 338 CS 007 125

Bibliotherapy. Fact Sheet.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Bibliotherapy, Definitions, Elementary Secondary Education, Guidelines, Literature Reviews, Problem Solving, Self Concept

Identifiers—Fact Sheets, PF Project

A definition of bibliotherapy, who should conduct it, when and how it can be used, and some limitations are briefly addressed. Identification, catharsis, and insight are described as the three processes taking place in bibliotherapy. A list of techniques for accurately determining the needs of students, basic procedures in conducting bibliotherapy, and resources which include ERIC documents are included. (JW)

ED 234 337 CS 007 124

Schemata. Fact Sheet.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—82

Note—3p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Abstract Reasoning, Cognitive Processes, *Concept Formation, Definitions, Educational Research, *Reading Instruction, *Schemata (Cognition)

Identifiers—Fact Sheets, PF Project

Schemata, as defined recently by reading researchers, represent generic concepts which are stored in memory. They include underlying objects, situations, events, actions, and sequences of actions for use in interpreting new experiences. Research on schemata suggests that teachers need to pay attention to the types of questions they ask when discussing reading assignments and to vary both questioning techniques and instructional content so that students can develop all the reading skills they will need to increase their comprehension. A list of five references for further reading is included. (JW)

ED 234 104 UD 022 903

Ascher, Carol

Helping Minority Students with Nontraditional Skills Enter and Complete College. ERIC/CUE Fact Sheet Number 17.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Jun 83

Contract—400-82-0012

Note—5p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Persistence, Black Students, *College Attendance, College Programs, *College Students, Enrollment, Financial Problems, Hispanic Americans, Institutional Characteristics, Literature Reviews, *Minority Groups, Postsecondary Education, Predictive Measurement, School Statistics, *Socioeconomic Influences

Identifiers—Fact Sheets, PF Project

Several areas related to minority student college attendance are presented in this research review including the current enrollment situation, financial considerations, prediction of college persistence, college characteristics which affect persistence, and special assistance programs. Current enrollment statistics are cited on the percentage of minority students (especially Blacks and Hispanics) who attend college, the types of colleges and disciplines they chose and some predictions for the future. Financial and socioeconomic influences are discussed in relation to college preparation, choice of college, and persistence to a college degree. Recommendations for increasing minority enrollment in college and improving the completion rates are provided. The relative value of Scholastic Aptitude Test scores versus grade average or class rank for predicting the college persistence of minority students is described, as well as recommendations for increasing the fairness and comprehensiveness of such assessment measures. College characteristics which affect persistence include the quality of the college, whether it is public or private, whether it is predominantly black or white, the amount of financial aid available, and faculty composition and attitudes. The final section outlines the problems of academically unprepared students and cites a variety of programs for combatting those problems. A fourteen-item bibliography is included. (DC)

ED 234 103 UD 022 902

Ascher, Carol

School Learning and Corporation-School Alliances. ERIC/CUE Fact Sheet Number 16.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Apr 83

Note—3p.

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Communication Problems, *Cooperative Programs, Educational Attitudes, *Educational Cooperation, Educational Objectives, Education Work Relationship, Elementary Secondary Education, Literature Reviews, *School Business Relationship

Identifiers—Fact Sheets, PF Project

Business has begun to play a more active role in education, spurred on by the need of education to obtain alternate sources of funding and by the desire of business to reduce youth unemployment and educational deficiencies. Research has shown that a communication gap exists among business executives, educators, and students. Some corporation-school cooperative programs which have been developed in response to the gap are: (1) Education-Work Councils or Industry-Education-Labor Councils; (2) business executives serving on school boards; (3) businesses providing curriculum materials; (4) the Adopt-a-School program; (5) foundations created by corporations; (6) teacher-industry exchange programs; and (7) work-study programs. It has been argued that the increased role of business in the schools will have no ill effects, but some concerns which have been voiced are the possible acceptance of a corporate ideology, a shifting of the blame for declining worker productivity to the schools, a lack of guidelines and accountability for programs, and a change in educational priorities. Further development is needed in the areas of business-school communication, parent and community involvement, improved competency tests, and clarification of the goals of education. (DC)

ED 234 102 UD 022 901

Ascher, Carol

Hispanics and Employment. ERIC/CUE Fact Sheet Number 15.

ERIC Clearinghouse on Urban Education, New York, N.Y.

Pub Date—Jan 83

Note—3p.; Information for this Fact Sheet was drawn from the paper, "Hispanics and Jobs: Barriers to Progress" (ED 223 751).

Available from—ERIC Clearinghouse on Urban Education, Teachers College, Columbia University, New York, NY 10027 (free).

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Cubans, Educationally Disadvantaged, Employment Level, Employment Problems, *Employment Statistics, Ethnic Discrimination, Ethnic Distribution, Females, *Hispanic Americans, Income, Language Proficiency, Literature Reviews, Males, *Mexican Americans, *Puerto Ricans

Identifiers—Fact Sheets, PF Project

Employment statistics of Mexican-American, Cuban-American, and Puerto Rican men and women are compared with each other and with blacks and whites. Facts and figures are provided for geographic distribution, labor force participation (employed or seeking a job), type of occupation (blue-collar or white-collar), and income. Barriers to employment which are discussed include lack of English fluency, low level of education, and discrimination. Finally, the recommendations of the National Commission on Employment Policy for improving the employment situation of Hispanic-Americans are described. (DC)

ED 233 928 SO 014 794

Little, Judith Warren Haley, Frances

Implementing Effective LRE Programs. ERIC Fact Sheet No. 8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Dec 82

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Community Resources, *Delinquency Prevention, *Educational Principles, Elementary Secondary Education, Group Discussion, *Instructional Design, Interpersonal Communication, Laws, *Legal Education, Peer Groups, Program Effectiveness, *Teaching Methods

Identifiers—Fact Sheets, PF Project

The importance of following prescribed principles in the implementation of an effective law-related education (LRE) program is emphasized. Based on research findings that law-related education is a delinquency-prevention technique, the fact sheet lists six prescriptions for providing effective law-related education programs: (1) the use of teaching strategies that foster true interaction and joint work among students; (2) the judicious selection and presentation of illustrative case materials; (3) the provision of a sufficient quantity of instruction; (4) adequate preparation and use of outside resource persons; (5) professional peer support for teachers; and (6) active involvement of building administrators in law-related education. The document concludes that while research may reveal other factors to be important, these six factors are critical in enabling teachers to provide LRE programs that are effective for delinquency-prevention. (LH)

ED 233 927 SO 014 792

McCormick, Regina

Using Data Bases in Social Studies. ERIC Fact Sheet No. 5.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Jun 82

Note—4p.

Pub Type— Reference Materials - Bibliographies (131) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, Book Reviews, Catalogs, Computers, *Databases, Directories, Educational Technology, Encyclopedias, Government Publications, Indexes, *Information Retrieval, Information Seeking, Research Tools, *Search Strategies, *Social Sciences

Identifiers—Fact Sheets, PF Project

Over 20 data bases available to social science educators are listed and described in this fact sheet. The data bases provide a wide variety of topics including American and world history, statistics, economics, philosophy, and social and political science. Educationally oriented data bases provide information on such topics as educational media, exceptional children, and special education. Indexes of congressional records, listings of foundation grants, and indexes of journals, newspapers, book reviews, and dissertations are accessible through a variety of specialized data bases. Also available are data bases containing: "The Encyclopedia of Associations," the machine readable equivalent of the printed "Monthly Catalog of U.S. Government Publications," the "Foundation Directory," and the "U.S. Public School Directory." Descriptions, dates of coverage, and addresses for each data base are provided. (LH)

ED 233 926 SO 014 791

Teaching about Global Issues. ERIC Fact Sheet No. 4.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Sep 81

Note—4p.

Pub Type— Guides - Classroom - Teacher (052) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Curriculum Development, Educational Objectives, Elementary Secondary Education, Ethnocentrism, Futures (of Society), *Global Approach, *International Relations, Organizations (Groups), Resource Materials, Social Studies, World Problems

Identifiers—Fact Sheets, *Interdependence, PF Project

The fact sheet discusses the educator's role in helping students develop an appreciation for global issues affecting their lives and an understanding of the interrelationships binding our society to world regions and peoples. The first section makes a distinction between global education and international or cross-cultural studies. Possible topics for teaching units on global studies as well as educational objectives are presented. It is stressed that a schoolwide program is not likely to be successful unless it has the active support of the district and community. Global education is considered to be equally relevant for students of all academic, social, and economic levels. The second section lists 19 regional, national, and international global education oriented organizations which offer free brochures or catalogs. Eight books and articles published between 1977 and 1980 are listed. In addition to bibliographical information and the annotation, ERIC accession numbers are provided for these items. (LH)

ED 233 925 SO 014 790

The Teacher and Academic Freedom. ERIC Fact Sheet No. 1.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Mar 81

Note—4p.; Much of the information in this fact sheet was taken from "Teachers Have Rights Too," by Leigh Steizer and Joanna Banthin.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Academic Freedom, Board of Education Policy, Censorship, *Controversial Issues (Course Content), Freedom of Speech, *Personal Autonomy, Professional Autonomy, *School Community Relationship, *School Law, Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, Teacher Welfare

Identifiers—Fact Sheets, PF Project, *Teacher Rights

Eight issues concerning academic freedom are discussed. The issues are: (1) the question of who should have the right to decide what should be taught; (2) the extent to which school districts should impose specific restrictions on subjects discussed in the classroom; (3) the controversy over the rights of teachers to refuse to teach content that violates their personal beliefs; (4) the rights of teachers to invite a controversial speaker into the classroom; (5) the option of states or school districts to prohibit a teacher from using materials and methods other than those officially approved; (6) the freedom of teachers to express their personal opinions about controversial political and social issues in the classroom; (7) the responsibility of teachers to refrain from using vulgar or profane language; and (8) types of teacher behaviors generally considered to exceed the limits of academic freedom. In addition, three defenses are offered for teachers whose controversial actions are challenged in the courtroom. Nine related print resources concerning the academic freedom of teachers are followed by a listing of organizational resources. (LH)

ED 233 924 SO 014 789

Saving Money on Printing and Reproduction. ERIC Fact Sheet No. 2.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Apr 81

Note—4p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Comparative Analysis, Copyrights, *Cost Effectiveness, Cost Estimates, Photocomposition, *Printing, *Production Techniques, *Reprography, Unit Costs

Identifiers—Fact Sheets, *Offset Duplication, PF Project, Printing Presses

Presented in question-and-answer format, the fact sheet provides educators with general information on photocopying and offset printing processes and offers specific tips for saving money on printing and reproduction. The first section addresses the use of photocopying, describes instances when photocopying is most economic, and discusses limitations and disadvantages of the photocopying process. General guidelines for photocopying are offered, with attention given to planning the finished product, obtaining samples before proceeding, and attending to copyright laws. The second section of the paper addresses the cost-effectiveness and techniques used in offset printing. A description of two basic types of offset presses (web-fed and sheet-fed) is followed by an explanation of the jobs for which each press is best suited. Suggestions for choosing a good printer, minimizing offset printing costs, and obtaining accurate cost estimates are also offered. Suggestions for reducing printing costs are based on the generalization that the per-unit cost of photocopying remains the same regardless of the number of copies printed, while the per-unit cost of offset printing goes down as the number of copies goes up. The importance of matching the job to the most appropriate equipment and then designing the job to make the most efficient use of that equipment is the central theme throughout the paper. (LH)

ED 233 711 IR 020 005

Laubacher, Marilyn R.

Microcomputers: Some Basic Resources.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Pub Date—Apr 82

Note—6p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Computer Programs, *Educational Technology, Elementary Secondary Education, Evaluation, Higher Education, *Microcomputers, Organizations (Groups), *Resource Materials

Identifiers—*Computer Uses in Education, PF Project

Over 40 books, periodicals, directories, and organizations relevant to the educational uses of microcomputers are listed. The bibliography is divided into eight categories: (1) What are good sources of information about microcomputers for people with no background? (2) How can I decide which microcomputer to buy? (3) How can I locate available software? (4) Are there evaluations available for microcomputer software? (5) How can I find out what other school districts are doing with microcomputers? (6) How can I find journal and magazine articles that will keep me up-to-date? (7) What organizations are involved in the use of microcomputers? and (8) Where can more information about microcomputers be found? Most materials on the list were published after 1980. (KC)

ED 232 913 SO 014 793

Robinson, Sheryl B.

Microcomputer Software and the Social Studies. ERIC Fact Sheet No. 7.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Dec 82

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Annotated Bibliographies, *Computer Assisted Instruction, Computer Literacy, *Computer Programs, Databases, Elementary Secondary Education, *Evaluation Criteria, Instructional Innovation, *Microcomputers, Program Evaluation, Research Needs, *Social Studies, Teaching Methods

Identifiers—Computer Uses in Education, Fact Sheets, PF Project

The paper focuses on questions related to the use of microcomputer software in the social studies classroom. The most commonly used microcomputer instructional techniques are presented, including drill and practice, tutorial, inquiry learning, educational games, real world simulations, models, use of graphics, and creative writing. The paper addresses major advantages of microcomputer instruction in implementing particular instructional strategies (such as the use of totally objective and immediate feedback) and accommodating a wide variety of learning styles. The limited research concerning computer assisted instruction, the limited availability of social studies software, and possible reasons for the reluctance of software producers to invest in high quality, educationally sound software for the school market are discussed. Instruments available for assessing the soundness of microcomputer programs and additional sources of evaluative information are included. A brief discussion of major issues concerned with incorporating software in the classroom is followed by a 7-item annotated bibliography of resources in the ERIC system on microcomputers for the social studies. (LH)

ED 232 902 SO 014 775

Beyer, Barry K., Ed. Gilstrap, Robert, Ed.

Integrating Writing and Social Studies, K-6.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

Pub Date—Jun 82

Note—4p.; Extracted from "Writing in Elementary School Social Studies," by the same editors, see ED 213 631.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Basic Skills, Curriculum Design, Elementary Education, Instructional Improvement, *Integrated Activities, Integrated Curriculum, *Interdisciplinary Approach, Prewriting, *Social Studies, Writing (Composition), Writing Instruction, *Writing Skills

Identifiers—PF Project

In response to recent statistics indicating a 20 percent decline in the ability of the average 17-year-old to analyze, interpret, and express views about written prose, the National Assessment of Educational Progress (NAEP) recommends a number of changes in the elementary school social studies curriculum to provide more opportunities for students to practice writing and analytical skills. Writing can be optimized as a learning tool to sharpen social studies information and concepts; to develop thinking skills such as inference making, classification, and analysis; and to further the development and refinement of writing techniques. Research provides insight into the writing process and suggests that teachers develop appropriate activities to assist students during the prewriting, composing, and rewriting stages of the writing process. An example of a facilitative prewriting activity in social studies would be the gathering of information from older citizens through personal interviews, which can be used as a catalyst for future composing activities. Careful integration of writing and social studies can best maximize the already limited time available for social studies instruction. In order to successfully integrate instruction in writing and social studies in the elementary classroom, effective writing instruction must be part of a coherent, systematic, developmental program of studies in which attention is paid to substance as well as technique. The document lists 11 resources, available through the ERIC system, from which additional information can be obtained. (LH)

ED 232 798 RC 014 102

Di Benedetto, Romeo Wilson, Alfred P.

The Small School Principal and School-Community Relations. Small Schools Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Feb 82

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Administrator Role, Check Lists, Community Involvement, Community Support, Elementary Secondary Education, *Principals, *School Community Relationship, *Small Schools

Identifiers—Fact Sheets, PF Project

The skills needed by the principal for developing and maintaining good school/community relations are synthesized from recent research and presented in this brief document. These universal concepts are applicable to both large and small schools. The topics included are the principal's responsibility to the community, necessary political skills, common problems and expected roles of parents and citizens. Ideas for increasing community involvement, a checklist for assessing school-community relations and references are included. (JW)

ED 232 797 RC 014 101

Hoyt, Margaret A., Ed.

Preservice/Inservice Training Options for Rural School Personnel. Rural Education Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Oct 81

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Elementary Secondary Education, *Inservice Teacher Education, *Preservice Teacher Education, *Rural Environment, *Rural Schools, *Teachers, *Training Methods

Identifiers—Fact Sheets, PF Project

Because of the special nature of teaching in a rural environment, teachers in these areas need alternative approaches to preservice and inservice training. Approaches to preservice education for rural teachers include: (1) the field-centered or field-based practicum in which the student lives and teaches in a rural community; (2) recruiting teachers from among local people; and (3) the teacher exchange program which combines preservice and inservice training. Methods of implementing inservice training include: (1) traditional staff training; (2) a field-based professor who goes into the rural community to teach graduate-level courses; (3) cadre training in which a core group of educators is trained to provide assistance to other educators; (4) self-instructional materials; (5) television and satellite technology; and (6) satellite radio. (DC)

ED 232 796 RC 014 100

Ober, Lynn Dyson, Deborah S.

Relationship of State Departments of Education with Rural Schools. Rural Education Fact Sheet.

ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—Sep 82

Note—4p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Agency Role, Elementary Secondary Education, Leadership Responsibility, Rural Education, *Rural Schools, *State Departments of Education, *State School District Relationship, Statewide Planning

Identifiers—Fact Sheets, PF Project

The role of state departments of education in rural education involves responsibilities, leadership, funding, regional assistance, and preparing for the future. It is the responsibility of the state department to act as a regulatory, governing, and operating agency and to distribute federal funds to areas of need. The state department can provide leadership by developing a coordinated program for rural schools. Funding inequities are a frequent difficulty for rural schools; there must be a plan for avoiding this problem. Regional assistance can be provided by a network of regional service centers. In the future, state departments will need to provide guidance for long-range planning and materials development and they will need to have plans for implementing technological and instructional innovations. (DC)

ED 232 761 PS 013 607

How Children Develop Racial Awareness. ERIC/EECE Short Report-2.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—[81]

Contract—400-78-0008

Note—4p.; For the full text of Dr. Phyllis Katz's paper, "Development of Children's Racial Awareness and Intergroup Attitudes," on which this summary is based, see ED 207 675.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Child Development, Childhood Attitudes, *Children, *Perceptual Development, *Racial Attitudes, Racial Identification, Social Science Research, Social Theories

Identifiers—PF Project

In contrast to the three-stage theory of attitude development proposed by Goodman (1964), Dr. Phyllis A. Katz, director of the Institute for Research on Social Problems, suggests that eight overlapping but separable steps occur in the acquisition of racial beliefs. The major points in Katz's schema are: (1) early observation of racial cues; (2) formation of rudimentary concepts; (3) conceptual differentiation; (4) recognition of the irrevocability of cues; (5) consolidation of group concepts; (6) perceptual elaboration; (7) cognitive elaboration; and (8) attitude crystallization. References are included. (Author/JW)

ED 232 760 PS 013 606

Assessing Preschoolers' Development.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Pub Date—[Mar 83]

Note—3p.; This document is an excerpt from a paper by Dr. Lilian G. Katz, entitled "Assessing the Development of Preschoolers"; see ED 226 857.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Behavior Development, *Child Development, Evaluation Criteria, Guidelines, *Informal Assessment, Observation, *Preschool Children

Identifiers—PF Project

There are 11 behavioral dimensions which parents and preschool teachers can use in assessing the development of preschool children. These dimensions are: (1) sleeping; (2) eating; (3) toilet habits; (4) range of affect or emotion; (5) variations in play; (6) curiosity; (7) acceptance of authority; (8) initiative; (9) interest; (10) spontaneous affection; and (11) enjoyment of the "good things of life." By observing children over a period of time, adults can use information related to these dimensions to determine whether or not a child is developing normally. (DC)

ED 232 759 PS 013 605

Classroom Management. A Review of Practice-Oriented Research. Short Report #1.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency—National Inst. of Education (ED), Washington, DC.

Pub Date—81

Contract—400-78-0008

Note—4p.; This ERIC Short Report is based on "Classroom Management and Learning in Elementary Schools," by Janet Bowermaster; see ED 202 566.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Information Analysis (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—*Class Organization, *Classroom Techniques, Elementary Secondary Education, Literature Reviews, *Teacher Effectiveness

Identifiers—PF Project

Good classroom management not only increases the amount of time students spend in learning but also reduces the time teachers spend supervising routine activities and helps to prevent discipline problems. Recent research on effective management practices suggests that the following factors are particularly important: (1) planning; (2) routines and rules; (3) attention to students' needs; (4) transitions and pacing of lessons; (5) monitoring student behavior; and (6) mode of instruction. References are included. (Author/JW)

ED 232 758 PS 013 604

The Role of Motivation in the Elementary School. ERIC/EECE Short Report-3.

ERIC Clearinghouse on Elementary and Early

Childhood Education, Urbana, Ill.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[81]
Contract—400-78-0008
Note—4p.; For the paper on which this summary is based, see ED 206 377.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Achievement Need, Behavior Theories, Elementary Education, *Learning Motivation, Literature Reviews, *Student Motivation
Identifiers—Extrinsic Motivation, *Intrinsic Motivation, PF Project

This ERIC Short Report attempts to summarize the main points of "Motivation Theory," as described by Drs. Edward L. Deci and Richard M. Ryan of the University of Rochester in their paper, "Curiosity and Self-Directed Learning: The Role of Motivation in Education." "Motivation theory" research explores reasons for school-age children losing their curiosity and enthusiasm for learning. The major ideas are summarized in five sections covering: (1) three types of behavioral motivation; (2) understanding of relationships between behavior and its consequences; (3) controlling and informational aspects of rewards and communications; (4) perceived links between behavior and external recognition in schools; and (5) how a supportive atmosphere for teachers can lead to a supportive atmosphere for students. (JW)

ED 232 707 IR 060 004
Daniel, Evelyn H. Ely, Donald P.
Competency-Based Education for Media Professionals. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date—Sep 81
Note—4p.
Pub Type— Information Analysis (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Beginning Teachers, Behavioral Objectives, *Certification, Competence, *Competency Based Teacher Education, Educational Needs, Educational Philosophy, Educational Quality, Evaluation Criteria, Higher Education, Library Education, *Media Specialists, *Minimum Competencies, Performance, *Professional Education
Identifiers—Fact Sheets, PF Project

Information is provided concerning the complexity of developing competency-based programs for members of service professions, such as teachers and media specialists, when there is little agreement about the qualifications and the behaviors required of the beginning professional. Section 1 discusses the qualities of a competent professional. Key issues are the lack of universal agreement among professional members and differences in philosophies as to whether a service professional's job is an art, a science, or a craft. Section 2 addresses the objections of critics to competency-based education, who argue that the essence of a service professional's job requires intuition and judgment which cannot be specified behaviorally. Section 3 considers the position of advocates, who undermine undefinable and unobservable mental ideas and feelings in their push for setting and maintaining standards of performance. Section 4 presents the controversial nature of competency-based education and the need for continuing debate in search of a resolution. Section 5 addresses the current status of competency-based requirements for school media professional certification. States which have already established such requirements, and publications about development and evaluation of competency-based education programs are listed. (LH)

ED 232 618 IR 020 003
Olson, Michael
Videotex 1983. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date—Apr 83
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, Educational Technology, *Information Networks, *Online Systems, Technological Advancement, *Telephone Communications Systems, *Videotex
Identifiers—*Computer Uses in Education, Fact Sheets, PF Project

The capabilities and potential of videotex, a two-way interactive communication and information retrieval service, are briefly described in this fact sheet. Videotex refers to a two-way linkage between databases and individual consumers in home or office. It is currently being used for information retrieval, transactions (e.g., bill paying, banking), messages, telemonitoring (home security), and computing with software. Because research, field tests, and operating videotex systems throughout the world have been aimed primarily at commercial markets, instructional materials are few. However, Great Britain, Canada, and France are currently engaged in aggressive videotex development efforts and its use is likely to become commonplace in these countries at a more rapid pace. A listing of commercial videotex and teletext (one-way information) systems, the country in which they are located, their area of use, and test and operating dates are provided as well as a 6-item bibliography on the subject. (KC)

ED 232 617 IR 020 002
Ely, Donald P.
Educational Technology and Distance Education. An ERIC Fact Sheet.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date—Jul 81
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Audiovisual Communications, Continuing Education, *Curriculum Development, *Distance Education, Educational Needs, Educational Principles, Educational Radio, *Educational Technology, Educational Television, *Extension Education, Individualized Education Programs, *Nontraditional Education
Identifiers—Fact Sheets, PF Project

The role of educational media and technology personnel in the development of distance education curriculum is the focus of this fact sheet. The definition and background of distance education are briefly described as nontraditional education involving communication between teachers and learners by such means as correspondence, radio, and television. Major characteristics and assets of distance education include: (1) increased continuing education opportunities for those unable to attend conventional courses; (2) centrally coordinated information distribution and management; (3) a wide variety of faculty contributions such as assistance in the creation of materials and seminars; and (4) carefully designed and coordinated self-instructional materials and procedures. A variety of delivery systems are mentioned including newspapers, radio, television, course notebooks, textbooks, programmed instruction, pictures, audio cassettes, and lab kits and computers. Reference is made to popular publications used to design materials and procedures. The second part of the fact sheet lists relevant entries in the ERIC database followed by a general bibliography of relevant books and articles. (LH)

ED 232 616 IR 020 001
Ely, Donald P.
The Field of Educational Technology. A Dozen Frequently Asked Questions. An ERIC Fact Sheet. Revised.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
Pub Date—Apr 83
Note—6p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Definitions, *Educational Technology, Employment Opportunities, *Occupational Information, Organizations (Groups), *Professional Education, Publications, Textbooks
Identifiers—Fact Sheets, PF Project

Over 30 journals, books, and articles on the subject of educational technology published between 1967 and 1983 as well as relevant organizations are listed in this bibliography. Included are a list of seven major professional organizations, six most frequently read journals, three major comprehensive references in the field of educational technology, two recent and complete glossaries, four commonly used textbooks, and two indexes. Entries are arranged according to a dozen most frequently asked questions concerning the field of educational technology. Topics include a definition of educational technology, historical origins of the field, job descriptions and requirements, places of employment, sources of professional education, and disciplines providing good preparation for educational technologists. (LH)

ED 232 484 FL 014 004
Rennie, Jeanne
Foreign Language Careers: Translation. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[79]
Contract—400-82-0009
Note—4p.
Pub Type— ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—*Careers, *Employment Opportunities, *Interpreters, *Second Languages, *Translation
Identifiers—PF Project

Translation skills require the ability to interpret information from a source language into the native tongue without distortion of emotional or written content. A broad knowledge of several subject areas, plus schooling in a special translator-training program, are prerequisites for a career in translation. Nonliterary translation offers the most financial stability, with positions available in the federal government, United Nations, and international agencies. Though some private industries hire translators, most utilize the skills of bilingual employees or hire a freelancer and pay them by the number of words translated. A knowledge of Russian, German, Japanese, French, and Spanish is in greatest demand with an increasing need for a knowledge of Chinese, Arabic, and Portuguese. Names and addresses of nine translation associations/societies are included. (JW)

ED 232 482 FL 014 002
Harnett, Anne Marie
Public Relations for Foreign Languages. Q & A.
ERIC Clearinghouse on Languages and Linguistics, Washington, D.C.
Spons Agency—National Inst. of Education (ED), Washington, DC.
Pub Date—[81]
Contract—400-82-0009
Note—6p.
Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors—Community Involvement, Elementary Secondary Education, Guidelines, Newspapers, Publicity, *Public Relations, Radio, School Business Relationship, School Community Relationship, *Second Language Programs, Student Participation, Television
Identifiers—PF Project

Public relations (PR) is a well-planned campaign of activities the purpose of which is to sell a product (such as foreign language programs) to an external audience. PR differs from publicity in that publicity is a reaction to occasional events whereas PR is a plan with identifiable objectives which extends over a period of time. In conducting a PR campaign, first programs and the public image are assessed, then goals are set, and finally strategies are developed. Possible activities include involving local businesses, government at all levels, and the surrounding community. Substantive issues can be presented to the public through forums in which educators and community leaders participate in panel discussions. Students can be involved through interdisciplinary minicourses such as a combined journalism and foreign language class. The media can be used by sending press releases and letters to newspapers, working with television stations, and writing public service announcements for radio. These and many other ideas and strategies are developed in the articles and pamphlets listed in the references. (DC)

ED 209 407 UD 021 800
Compact Guides to Information on Urban and Minority Education, Volume I.
ERIC Clearinghouse on Urban Education, New York, N.Y.
Spons Agency—National Inst. of Education (ED), Washington, D.C.
Pub Date—Sep 81
Contract—400-77-0071
Note—28p.

Pub Type— ERIC Information AnalysisProducts (IAPS) (071) — Reference Materials - Bibliographies (131) — Reference Materials - Directories/-Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors—Affirmative Action, Community Organizations, Crime, High Schools, *Information Sources, Instructional Improvement, Land Settlement, *Minority Groups, Refugees, School Closing, School Desegregation, Teacher Burnout, *Urban Culture, *Urban Education

These compact guides examine problems and issues related to various aspects of urban education. Individual topics covered by six fact sheets include school crime and disruption and its relationship to the community, Title IX Regulations, the problem of burnout among teachers and other human services professionals, the characteristics of instructionally effective schools, factors important to the success of school desegregation, and strategies for reforming the large urban high school. Three brief bibliographies address the issues of strategies for community organization (Asian Americans), communities and school closings, and minority groups and the arts. Finally, a directory in the form of an organizational guide covers refugee resettlement and integration. (JCD)

ED 200 299 JC 810 249

Dzierlenga, Donna Friedlander, Jack

Community Needs Assessment Surveys. Fact Sheet No. 1.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date—May 81

Contract—400-80-0038

Note—8p.

Pub Type— Guides - Non-Classroom (055) — ERIC Information AnalysisProducts (IAPS) (071)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors—Bias, Community Colleges, *Community Study, Costs, Interviews, *Needs Assessment, Questionnaires, *Research Design, *Research Methodology, *Research Problems, Sampling, *Surveys, Two Year Colleges

Practical information is provided, in a question and answer format, for community college officials who are planning to conduct a community needs assessment. A brief discussion of the usefulness of needs assessment surveys to the college planning process is followed by descriptions of eight steps to be followed in planning and conducting a survey: (1) defining the purpose of the survey; (2) defining the survey population; (3) choosing a survey technique and determining the sample size; (4) drawing a random sample; (5) designing a questionnaire; (6) pre-testing the questionnaire; (7) administering the survey instrument; and (8) tabulating and analyzing the responses. Next, several methods of conducting surveys are considered and their advantages and disadvantages discussed. Mailed questionnaires, personal interviews, and telephone interviews are evaluated in terms of cost, respondent and interviewer bias, depth of information obtainable, response rates, interviewer training needs, and other areas. Next, model needs assessment surveys that have been conducted by community colleges are briefly described. A list of sources for additional information concludes the fact sheet. (JP)

Subject Index

Ability Grouping
Ability Grouping in Elementary Schools.
ED 290 542

Ability Identification
Computerized Adaptive Tests. ERIC Digest No. 107.
ED 315 425
Meeting the Needs of Gifted and Talented Minority Language Students. ERIC Digest #E480.
ED 321 485
Mexican American Special Education. Fact Sheet.
ED 287 656

Abstract Reasoning
Fostering Cognitive Development in College Students–The Perry and Toulmin Models. ERIC Digest.
ED 284 272

Academic Achievement
Academic Achievement in a Second Language. ERIC Digest.
ED 329 130
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies. ERIC Digest.
ED 329 486
Adult Literacy Learner Assessment. ERIC Digest No. 103.
ED 325 658
African-American Students and Foreign Language Learning. ERIC Digest.
ED 345 583
Bilingualism and the Academic Performance of Mexican-American Children: The Evolving Debate. ERIC Digest.
ED 321 963
A Closer Look at Children in Single-Parent Families. ERIC/CUE Digest Number 23.
ED 254 587
Developing Homework Policies. ERIC Digest.
ED 256 473
Field Instruction in School Settings. ERIC/SMEAC Environmental Education Digest No. 1.
ED 259 935
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Controlled Choice: An Alternative School Choice Plan. ERIC Digest, Number 70.
ED 344 342
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ED 342 107

Webb, Michael
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ED 289 949
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Weinstein-Shr, Gail
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Weissman, Julie
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Weller, Carol
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Wells, Amy Stuart
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ED 308 276
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ED 316 616
Middle School Education: The Critical Link in Dropout Prevention. ERIC/CUE Digest No. 56.
ED 311 148
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ED 322 275
Teacher, Principal, and Parent Involvement In the Effective School. ERIC/CUE Digest Number 38.
ED 292 941
Urban Teacher Recruitment Programs. ERIC/CUE Digest Number 43.
ED 312 318

Weston, David
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Whetzel, Deborah
The Secretary of Labor's Commission on Achieving Necessary Skills. ERIC Digest.
ED 339 749

White, Charles S.
Computers in Social Studies Classrooms. ERIC Digest.
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Whitman, Neal A.
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ED 284 526
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ED 262 517
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Wiley, Terrence
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ED 334 870

Wilkinson, Gene
Excellence Through Educational Technology: Some Prior Considerations. ERIC Digest.
ED 254 212

Willer, Barbara
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ED 296 809

Willetts, Karen
Implementing Middle School Foreign Language Programs. ERIC Digest.
ED 333 714
Technology and Second Language Learning. ERIC Digest.
ED 350 883

Willetts, Karen F.
Planning Middle School Foreign Language Programs. ERIC Digests.
ED 324 972

Williams, Dana Nicole
The Community College Role in Achieving Adult Literacy. ERIC Digest.
ED 333 951
Correctional Education and the Community College. ERIC Digest.
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The Role of Scholarship in the Community College. ERIC Digest.
ED 338 294
The Survival of Private Junior Colleges. ERIC Digest.
ED 327 222
Writing Across the Curriculum Programs at Community Colleges. ERIC Digest.
ED 333 952

Williams, Paul L.
Using Customized Standardized Tests. ERIC Digest.
ED 314 429

Willings, David
Career Search for the Gifted and Talented. 1985 Digest.
ED 262 507

Willis, Barry
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ED 351 007
Strategies for Teaching at a Distance. ERIC Digest.
ED 351 008

Wilson, Alfred P.
The Small School Principal and School-Community Relations. Small Schools Fact Sheet.
ED 232 798

Wilson, Jo Anne
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School. ERIC Digest.
ED 301 069

Wilson, Richard W.
Academic Program Reviews. ERIC Digest.
ED 284 522

Wilson, Thomas C.
Counseling Roles and AIDS. Highlights: An ERIC/CAPS Digest.
ED 279 994

Winchester, Dorothy
Computer-Assisted Writing Instruction. ERIC Digest Number 2.
ED 293 130

Wing, Barbara H.
Foreign Language Teacher Certification. ERIC Digest.
ED 276 302

Winkfield, Patricia Worthy
Retirement Policy. Overview. ERIC Digest No. 38.
ED 259 208

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The Old College Try. Balancing Academics and Athletics in Higher Education. ERIC Digest.
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Valuing Diversity in the Schools: The Counselor's Role. ERIC Digest.
ED 347 475

Wojtan, Linda S.
Teaching about Japan. ERIC Digest No. 38.
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Wolfram, Walt
Dialect Differences and Testing. ERIC Digest.
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ED 318 231

Wolverton, Lorrie
Classroom Strategies for Teaching Migrant Children about Child Abuse. ERIC Digest.
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Teaching the Abused Migrant Child. What's a Teacher To Do? ERIC Digest.
ED 293 680

Wonacott, Michael E.
Apprenticeship and the Future of the Work Force. ERIC Digest No. 124.
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Career Education and Applied Academics. ERIC Digest No. 128.
ED 350 488

Woyach, Robert B.
Leadership in Civic Education. ERIC Digest.
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Strengthening High School World Studies Courses. ERIC Digest No. 24.
ED 264 166
World History in the Secondary School Curriculum. ERIC Digest.
ED 309 134

Yeaman, Andrew R. J.
Postmodern Educational Technology. ERIC Digest.
ED 348 042

Zabel, Robert H.
Emotional Disturbances. ERIC Digest #454.
ED 295 398

Zak, Janet L.
Alternative Career Paths in Physical Education: Fitness and Exercise. ERIC Digest.
ED 351 320

Zantal-Wiener, Kathy
Child Abuse and the Handicapped Child. Digest #446.
ED 287 262
Disciplinary Exclusion of Special Education Students. ERIC Digest #453.
ED 295 397
Preschool Services for Children with Handicaps. ERIC Digest #450.
ED 295 394
Special Education Dropouts. ERIC Digest #451.
ED 295 395

Zarate, Narcisa
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies. ERIC Digest.
ED 286 705

Zeiss, Anthony
Positioning Community Colleges via Economic Development. ERIC Digest.
ED 269 115

Zimmerman, Enid
Resources for Teaching Art from a Multicultural Point of View.
ED 350 250
Teaching Art From a Global Perspective. ERIC Digest.
ED 329 490

Zola, Jaye
Peace and Nuclear War. ERIC Digest No. 21.
ED 264 163

Zola, John
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ED 264 163

Zugner, Lisa Crooks
A Reappraisal of Instructional Television. ERIC Digest.
ED 294 569

IV. APPENDIXES

A. **ERIC Clearinghouses** . . . . Appendix A
(Names, Addresses, Telephone Numbers, and Brief Scope Notes) (Ready Reference #6)

B. **ERIC Digests** . . . . Appendix B
— Definition and Accessibility (ERIC Ready Reference #9)

C. **Complete Alphabetical Title List**
(ERIC Ready Reference #10A) . . . . Appendix C

D. **Complete List, by Clearinghouse**
(ERIC Ready Reference #10B) . . . . Appendix D

E. **ERIC Digests in Full Text** . . . . Appendix E
An Accession number list of 1,062 Digests (70% of total) currently available in full text via online and CD-ROM systems.

ERIC® **Ready Reference # 6**
Revised March 1993

ERIC CLEARINGHOUSES *(and Other Network Components)*

The ERIC Clearinghouses have responsibility within the network for acquiring the significant educational literature within their particular areas, selecting the highest quality and most relevant material, processing (i.e., cataloging, indexing, abstracting) the selected items for input to the database, and also for providing information analysis products and various user services based on the database.

The exact number of Clearinghouses has fluctuated over time in response to the shifting needs of the educational community. There are currently 16 Clearinghouses. These are listed below, together with full addresses, telephone numbers, and brief scope notes describing the areas they cover.

ERIC Clearinghouse on *Adult, Career, and Vocational Education* (CE)
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, Ohio 43210-1090
Telephone: (614) 292-4353;
(800) 848-4815 Fax: (614) 292-1260

All levels of adult and continuing education from basic literacy training through professional skill upgrading. The focus is upon factors contributing to the purposeful learning of adults in a variety of life situations usually related to adult roles (e.g., occupation, family, leisure time, citizenship, organizational relationships, retirement, and so forth).

ERIC Clearinghouse on *Counseling and Personnel Services* (CG)
University of Michigan
School of Education, Room 2108
610 East University Street
Ann Arbor, Michigan 48109-1259
Telephone: (313) 764-9492 Fax: (313) 747-2425

Preparation, practice, and supervision of counselors at all educational levels and in all settings. Theoretical development of counseling and guidance, including the nature of relevant human characteristics. Use and results of personnel practices and procedures. Group process (counseling, therapy, dynamics) and case work.

ERIC Clearinghouse on *Educational Management* (EA)
University of Oregon
1787 Agate Street
Eugene, Oregon 97403-5207
Telephone: (503) 346-5043 Fax: (503) 346-2334

All aspects of the governance, leadership, administration, and structure of public and private educational organizations at the elementary and secondary levels, including the provision of physical facilities for their operation.

ERIC Clearinghouse on *Elementary and Early Childhood Education* (PS)
University of Illinois
805 W. Pennsylvania Avenue
Urbana, Illinois 61801-4897
Telephone: (217) 333-1386 Fax: (217) 333-3767

All aspects of the physical, cognitive, social, emotional, educational, and cultural development of children, from birth through early adolescence. Among the topics covered are: prenatal and infant development and care; parent education; home and school relationships; learning theory research and practice related to children's development; preparation of early childhood teachers and caregivers; and educational programs and community services for children.

ERIC Clearinghouse on *Handicapped and Gifted Children* (EC)
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091-1589
Telephone: (703) 264-9474 Fax: (703) 264-9494

All aspects of the education and development of persons (of all ages) who have disabilities or who are gifted, including the delivery of all types of education-related services to these groups. Includes prevention, identification and assessment, intervention, and enrichment for these groups, in both regular and special education settings.

ERIC Clearinghouse on *Higher Education* (HE)
George Washington University
One Dupont Circle, N.W., Suite 630
Washington, D.C. 20036-1183
Telephone: (202) 296-2597 Fax: (202) 296-8379

All aspects of the conditions, programs, and problems at colleges and universities providing higher education (i.e., four-year degrees and beyond). This includes: governance and management; planning; finance; inter-institutional arrangements; business or industry programs leading to a degree; institutional research at the college/university level; Federal programs; legal issues and legislation; professional education (e.g., medicine, law, etc.) and professional continuing education.

ERIC Clearinghouse on *Information Resources* (IR)
Syracuse University
Huntington Hall, Room 030
800 University Avenue
Syracuse, New York 13244-2340
Telephone: (315) 443-3640 Fax: (315) 443-5448

Educational technology and library/information science at all academic levels and with all populations, including the preparation of professionals. The media and devices of educational communication, as they pertain to teaching and learning (in both conventional and distance education settings). The operation and management of libraries and information services. All aspects of information management and information technology related to education.

ERIC Clearinghouse for *Junior Colleges* (JC)
University of California at Los Angeles (UCLA)
Math-Sciences Building, Room 8118
405 Hilgard Avenue
Los Angeles, California 90024-1564
Telephone: (310) 825-3931 Fax: (310) 206-8095

Development, administration, and evaluation of two-year public and private community and junior colleges, technical institutes, and two-year branch university campuses. Two-year college students, faculty, staff, curricula, programs, support services, libraries, and community services. Linkages between two-year colleges and business/industrial/community organizations. Articulation of two-year colleges with secondary and four-year postsecondary institutions.

ERIC Clearinghouse on *Languages and Linguistics* (FL)

Center for Applied Linguistics
1118 22nd Street, N.W.
Washington, D.C. 20037-0037
Telephone: (202) 429-9292 **Fax:** (202) 659-5641

Languages and language sciences. All aspects of second language instruction and learning in all commonly and uncommonly taught languages, including English as a second language. Bilingualism and bilingual education. Cultural education in the context of second language learning, including intercultural communication, study abroad, and international educational exchange. All areas of linguistics, including theoretical and applied linguistics, sociolinguistics, and psycholinguistics.

ERIC Clearinghouse on *Reading and Communication Skills* (CS)

Indiana University, Smith Research Center
2805 East 10th Street, Suite 150
Bloomington, Indiana 47408-2698
Telephone: (812) 855-5847 Fax: (821) 855-4220

Reading and writing, English (as a first language), and communications skills (verbal and nonverbal), kindergarten through college. Includes family or intergenerational literacy. Research and instructional development in reading, writing, speaking, and listening. Identification, diagnosis, and remediation of reading problems. Speech communication (including forensics), mass communication (including journalism), interpersonal and small group interaction, oral interpretation, rhetorical and communication theory, and theater/drama. Preparation of instructional staff and related personnel in all the above areas.

ERIC Clearinghouse on *Rural Education and Small Schools* (RC)

Appalachia Educational Laboratory
1031 Quarrier Street
P.O. Box 1348
Charleston, West Virginia 25325-1348
Telephone: (800) 624-9120 (Outside WV)
(800) 344-6646 (In WV) Fax: (304) 347-0487

Curriculum and instructional programs and research/evaluation efforts that address the education of students in rural schools or districts, small schools wherever located, and schools or districts wherever located that serve American Indian and Alaskan natives, Mexican Americans, and migrants, or that have programs related to outdoor education. Includes the cultural, ethnic, linguistic, economic, and social conditions that affect these educational institutions and groups. Preparation programs, including related services, that train education professionals to work in such contexts.

ERIC Clearinghouse for *Science, Mathematics, and Environmental Education* (SE)

Ohio State University
1200 Chambers Road, Room 310
Columbus, Ohio 43212-1792
Telephone: (614) 292-6717 Fax: (614) 292-0263

Science, mathematics, engineering/technology, and environmental education at all levels. The following topics when focused on any of the above broad scope areas: applications of learning theory; curriculum and instructional materials; teachers and teacher education; educational programs and projects; research and evaluative studies; applications of educational technology and media.

ERIC Clearinghouse for *Social Studies/Social Science Education* (SO)

Indiana University
Social Studies Development Center
2805 East 10th Street, Suite 120
Bloomington, Indiana 47408-2698
Telephone: (812) 855-3838 Fax: (812) 855-0455

All aspects of Social Studies and Social Science Education, including values education (and the social aspects of environmental education and sex education), international education, comparative education, and cross-cultural studies in all subject areas (K-12). Ethnic heritage, gender equity, aging, and social bias/discrimination topics. Also covered are music, art, and architecture as related to the fine arts.

ERIC Clearinghouse on *Teacher Education* (SP)

American Association of Colleges for Teacher Education (AACTE)
One Dupont Circle, N.W., Suite 610
Washington, D.C. 20036-1186
Telephone: (202) 293-2450 Fax: (202) 457-8095

School personnel at all levels. Teacher recruitment, selection, licensing, certification, training, preservice and inservice preparation, evaluation, retention, and retirement. The theory, philosophy, and practice of teaching. Organization, administration, finance, and legal issues relating to teacher education programs and institutions. All aspects of health, physical, recreation, and dance education.

ERIC Clearinghouse on *Tests, Measurement, and Evaluation* (TM)

American Institutes for Research (AIR)
Washington Research Center
3333 K St., N.W.
Washington, DC 20007-3541
Telephone: (202) 342-5060 Fax: (202) 342-5033

All aspects of tests and other measurement devices. The design and methodology of research, measurement, and evaluation. The evaluation of programs and projects. The application of tests, measurement, and evaluation devices/instrumentation in educational projects and programs.

ERIC Clearinghouse on *Urban Education* (UD)

Teachers College, Columbia University
Institute for Urban and Minority Education
Main Hall, Room 300, Box 40
525 W. 120th Street
New York, New York 10027-9998
Telephone: (212) 678-3433 Fax: (212) 678-4048

The educational characteristics and experiences of the diverse racial, ethnic, social class, and linguistic populations in urban (and suburban) schools. Curriculum and instruction of students from these populations and the organization of their schools. The relationship of urban schools to their communities. The social and economic conditions that affect the education of urban populations, with particular attention to factors that place urban students at risk educationally, and ways that public and private sector policies can improve these conditions.

Educational Resources Information Center (Central ERIC)

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
555 New Jersey Ave., N.W.
Washington, D.C. 20208-5720
Telephone: (202) 219-2289 Fax: (202) 219-1817

ERIC Processing & Reference Facility

ARC Professional Services Group
Information Systems Division
1301 Piccard Drive, Suite 300
Rockville, Maryland 20850-4305
Telephone: (301) 258-5500 Fax: (301) 948-3695

ERIC Document Reproduction Service (EDRS)

Cincinnati Bell Information Systems (CBIS) Federal
7420 Fullerton Road, Suite 110
Springfield, Virginia 22153-2852
Telephone: (703) 440-1400
(800) 443-ERIC Fax: (703) 440-1408

Oryx Press

4041 North Central Avenue at Indian School, Suite 700
Phoenix, Arizona 85012-3397
Telephone: (602) 265-2651
(800) 279-6799 Fax: (602) 265-6250
(800) 279-4663

ACCESS ERIC

Aspen Systems Corporation
1600 Research Boulevard
Rockville, Maryland 20850-3172
Telephone: (301) 251-5045
(800) 538-3742 Fax: (301) 251-5212
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ERIC® Ready Reference #9
March 1993

ERIC Digests

ERIC Digests are:

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- designed to provide an overview of information on a given topic, plus references to items providing more detailed information
- produced by the 16 subject-specialized ERIC Clearinghouses, and reviewed by experts and content specialists in the field
- funded by the Office of Educational Research and Improvement (OERI), of the U.S. Department of Education
- available in original printed form directly from the producing Clearinghouses (ask to be placed on their mailing lists — ERIC Ready Reference #6 lists the Clearinghouses, together with full addresses, telephone and fax numbers, and brief scope notes describing the areas they cover)

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How to Access the EDO file:

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(EDO is not currently available on DIALOG OnDisc ERIC.)

- Call DIALOG at 1-800/3-DIALOG for a subscription.
- Dial in using a local Dialnet number (Sprintnet and Tymnet can also be used).
- On Dialnet, wait 2-3 seconds and hit "a." The system says "enter service," and the user enters "dialog." After that, the system requests "please logon," upon which the user responds with an assigned user id <return>, followed by a personalized password <return>.
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- Under "B 1" (the DIALOG Command Search mode), the user may access the EDO file directly by keying "S DT=073." That may be combined with a subject/author/institution/etc. search to reduce the overall number of hits (DIALOG permits Boolean searching and searching by individual data fields). "Logoff" is used to exit the system.
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  Select #4, "Education."
  Select #3, "ERIC."
  Select #1, #2, or #3 (1=subject search; 2=author search; 3=journal search).
  Select #1: "Modify Your Search."
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  Select #5: "Limit to Fulltext ERIC Digests."

  The user may then type or print the resultant hits, further modify the search strategy, request online help, return to the main menu (first select statement above), or "Logoff."

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GTE Educational Systems (Online)

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- Dial in using a local Sprintnet number. When "@" appears, type "mail." The system then asks for user name and password.
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- Next, select *either* item #2, "Reference/Research Databases," or item #8, "ERIC Databases."
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- Once in the EDO file, the user can select a *help* screen or go directly to the "Database Search" option.
- There is no field searching in the system, only full-text. Users search by key words using Boolean logic. Multiword terms such as "hearing impaired" are searched within three words of each other, regardless of word order. Truncation (wildcard) searching is available.
- When a given search has been completed, an index is displayed listing all the digests meeting the search requirements. Users then select one or more records to view. Records can be downloaded to a printer, floppy disk, or a hard drive using the commands of the specific communications software package one is using. The system does not permit users to save their search strategies.
- After searching is complete, the system may be exited by hitting <return> to return to the options menu, then typing "bye" to logoff.

NovaNET System (Online)

(Univ. of Illinois at Urbana-Champaign, Computer-based Education Research Laboratory (CERL))

- Access to the "Digests" file is obtained by purchasing an emulation disk (Portal) and subscribing to NovaNET services.
- Further information on accessing NovaNET can be obtained by calling 217/244-4300, or by writing to: CERL, 252 Engineering Research Laboratory, 103 South Mathews Ave., Urbana, IL 61801, ATTN: Dial-up.

SilverPlatter Information Inc. (CD-ROM)

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Query (Diskette Package)

- Available from LMP Associates, Inc., Chevy Chase, MD. Call 1-800/243-1515, ext. L21. Search software for interrogating the data is included.
- Query runs on all IBM PCs and compatibles. The search program requires less than 200K of hard-disk storage space. The complete database requires 4M of hard disk storage. Available only on high-density diskettes.
- Demonstration diskettes are available.

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- Full-text ERIC Digests are available on the Internet via several service providers, with new sources being announced virtually on a monthly basis. These providers frequently offer dial-in search and retrieval access, in addition to Internet service.
- For information about ERIC on the Internet, contact:

AskERIC
Internet: askeric@ericir.syr.edu

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ERIC Clearinghouse on Information Resources, Syracuse University
Tel.: 315/443-3640 Fax: 315/443-5448

For more information about EDO, including lists of ERIC Digests arranged alphabetically and by Clearinghouse (ERIC Ready References #10a and #10b, respectively), contact:

ERIC Processing and Reference Facility
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ERIC® Ready Reference #10A
March 1993

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ERIC Digests (Alphabetical)

	ED Number	(CH)
1983 Educational Reform Reports, The	ED 252 636	(UD)
Ability Grouping in Elementary Schools	ED 290 542	(PS)
Academic Achievement in a Second Language	ED 329 130	(FL)
Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	(HE)
Academic Alliances in Foreign Languages and Literatures	ED 289 365	(FL)
Academic Freedom in the Public Schools	ED 253 458	(SO)
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Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	(IR)
Access Points to ERIC: An Update. Part I (EDO-IR-88-10)	No ED#	(IR)
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Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	(IR)
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	(IR)
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	(IR)
Accountability in Counseling	ED 287 136	(CG)
Accountability in Mathematics Education	ED 319 628	(SE)
Accountability Mechanisms in Big City School Systems	ED 334 311	(UD)
Accreditation	ED 273 608	(SP)
Accreditation of College and University Counseling Services	ED 347 488	(CG)
Achievement in Mathematics Education (#1) (1984)	ED 260 890	(SE)
Achievement in Mathematics Education (Information Bulletin #2) (1984)	No ED#	(SE)
Achievement in Science, 1983	No ED#	(SE)
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Achievement Trends for Rural Students	No ED#	(RC)
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Action-Oriented Research: Promoting School Counselor Advocacy and Accountability	ED 347 477	(CG)
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Adult Career Development: An Overview	ED 260 370	(CG)
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Adult Classroom Environment: The Role of the Instructor	ED 334 465	(CE)
Adult Development: Implications for Adult Education	ED 259 211	(CE)
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Adult Literacy Issues: An Update	ED 308 402	(CE)
Adult Literacy Learner Assessment	ED 325 658	(CE)
Adult Literacy Programs in Rural Areas	ED 321 966	(RC)
Adult Literacy Volunteers	ED 268 301	(CE)
Adults in Career Transition, (No. 115)	ED 338 896	(CE)
Adults in Career Transition, Overview, (Factsheet No. 20)	ED 237 808	(CE)
Advantages of Small Schools, The	ED 265 988	(RC)
Adversary Evaluation	No ED#	(TM)
Advocacy and Self Advocacy for Disabled Persons	No ED#	(EC)
Aerobic Dance and Exercise Program	No ED#	(SP)
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	(SO)
Affective Education for Exceptional Students	No ED#	(EC)
Affirmative Action for the Handicapped	No ED#	(EC)
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317 100	(HE)

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African-American Students and Foreign Language Learning	ED 345 583	(FL)
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies	ED 351 147	(PS)
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	(SP)
AIDS/HIV Education	ED 309 564	(EA)
AIDS: Are Children at Risk?	ED 279 643	(SP)
Alcohol and Drug Use Among Adolescents	ED 304 628	(CG)
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	(EC)
Alcohol Use Among College Students	ED 291 014	(CG)
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	(SP)
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Alternative Funding Sources for Migrant Education	ED 260 872	(RC)
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Alternatives to Standardized Educational Assessment	ED 312 773	(EA)
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American Indian/Alaskan Native Learning Styles: Research and Practice:	ED 335 175	(RC)
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American Indian Education: A Quick Look at ERIC	No ED#	(RC)
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	(RC)
American Indians in Higher Education; The Community College Experience	ED 351 047	(JC)
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At Issue: Free Enterprise Education	ED 253 462	(SO)
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Attitude Research in Science Education	ED 259 941	(SE)
Audience Awareness: When and How Does It Develop?	ED 296 347	(CS)
Authentic Mathematics Assessment	TM 019 445	(TM)

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Authentic Writing Assessment	ED 328 606	(TM)
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Balancing Work and Family Life	ED 329 810	(CE)
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Beginning Reading Instruction in the United States	ED 321 250	(CS)
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	(SO)
Being at Ease with Handicapped Children	ED 262 506	(EC)
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	(RC)
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Bilingual Education for Exceptional Children	No ED#	(EC)
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Bilingual Special Education is Appropriate for Mexican American Children with Mildly Handicapping Conditions	ED 293 679	(RC)
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Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	(RC)
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Bolstering the Community College Transfer Function	ED 276 492	(JC)
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Brief Family Consultation in Schools	ED 315 705	(CG)
Brief History of Bilingual Education in Spanish, A,	ED 308 055	(RC)
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	(HE)
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	(RC)
Building Blocks of Computer-Based Career Planning System	ED 347 478	(CG)
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Building Relationships Between Schools and Social Services	ED 339 111	(EA)
Burnout in Schools and Other Human Service Institutions [Part of a Collection]	ED 209 407	(UD)
CACREP Accreditation: Setting the Standard for Counselor Preparation	ED 347 470	(CG)
Campus Green: Fund Raising in Higher Education, The	ED 321 705	(HE)
Can Performance-Based Assessments Improve Urban Schooling?	ED 327 612	(UD)
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	(RC)
Career Assistance for Older Adults	ED 237 796	(CE)
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Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	(TM)
Challenge of Counseling in Middle Schools	ED 328 825	(CG)

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Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	(RC)
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Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	(PS)
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College Planning for Students with Learning Disabilities	ED 314 917	(EC)
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Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	(JC)
Community College Foundations	ED 304 170	(JC)
Community College Honors Programs	JC 930 025	(JC)
Community College Professor: Teacher and Scholar, The	ED 272 248	(JC)
Community College Role in Achieving Adult Literacy, The	ED 333 951	(JC)
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Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	(JC)
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Competency Assessment in Teacher Education (June 1984)	No ED#	(SP)
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Components of Good Teacher Induction Programs	ED 269 407	(SP)
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Controversial Issues: Concerns for Policymakers	ED 253 465	(SO)
Controversies Surrounding Developmental Education in the Community College	ED 286 557	(JC)
Cooperative Education: Characteristics and Effectiveness	ED 312 455	(CE)
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Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	(SO)

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Cooperative Learning in the Urban Classroom	ED 273 717	(UD)
Cooperative Learning Strategies and Children	ED 306 003	(PS)
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	(FL)
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	(HE)
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Coping with Life Transitions	ED 350 527	(CG)
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	(SO)
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Correctional Education: Selected Aspects	ED 275 888	(CE)
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Counseling and Educational Excellence: A Response to "A Nation at Risk"	ED 260 366	(CG)
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Counseling Families from a Systems Perspective	ED 304 634	(CG)
Counseling for Study Skills	ED 287 138	(CG)
Counseling Gifted Students	No ED#	(CG)
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Counseling Roles and AIDS	ED 279 994	(CG)
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Counseling to Enhance Self-Esteem	ED 328 827	(CG)
Counseling Underachievers: A Comprehensive Model for Intervention	ED 304 631	(CG)
Counseling Using Technology With At-Risk Youth	ED 347 480	(CG)
Counseling Youngsters for Stress Management	ED 287 139	(CG)
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Curriculum Change in Secondary School Mathematics	No ED#	(SE)

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Day Care in Schools	ED 282 351	(EA)
Debate and Communication Skills	ED 321 334	(CS)
Defining Giftedness	ED 262 519	(EC)
Delivering Special Education	ED 308 686	(EC)
Delivering Special Education: Statistics and Trends	ED 340 154	(EC)
Delivery Systems for Distance Education	ED 304 111	(IR)
Demand and Supply of Minority Teachers	ED 316 546	(SP)
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	(RC)
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 265 609	(JC)
Desegregation as an Equal Educational Opportunity Strategy for Hispanics	No ED#	(UD)
Deterrents to Participation in Adult Education	ED 275 889	(CE)
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	(EC)
Developing Homework Policies	ED 256 473	(PS)
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	(EC)
Developing Leadership in Gifted Youth	ED 321 490	(EC)
Developing Metacognition	ED 327 218	(IR)
Developing Native Language Literacy in Language Minority Adult Learners	No ED#	(FL)
Developing Non-Biased Criteria for Mainstreaming Minority Students	No ED#	(UD)
Developing Programs for Students of High Ability	ED 334 806	(EC)
Developing Programs for the Gifted and Talented	ED 262 520	(EC)
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	(EC)
Developing Teachers' Leadership Skills	ED 330 691	(SP)
Developing Tomorrow's Teachers of World Languages	ED 350 880	(FL)
Development of Social Competence in Children, The	ED 281 610	(PS)
Dialect Differences and Testing	ED 323 813	(FL)
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	(FL)
Dialogue Journals	ED 284 276	(CS)
Different Types of ESL Programs	ED 289 360	(FL)
Differentiating Between Counseling Theory and Process	ED 347 485	(CG)
Differentiating Curriculum for Gifted Students	ED 342 175	(EC)
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	(RC)
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	(RC)
Directory of Organizations and Programs in Rural Education, A	ED 273 423	(RC)
Disabilities: An Overview	ED 291 203	(EC)
Disciplinary Exclusion of Special Education Students	ED 295 397	(EC)
Discovering Interests and Talents Through Summer Experiences	ED 321 496	(EC)
Discovering Mathematical Talent	ED 321 487	(EC)
Dismissing Incompetent Teachers	ED 259 448	(EA)
Displaced Homemakers	No ED#	(CG)
Displaced Workers	ED 240 394	(CE)
Distance Education	ED 259 214	(CE)
Distance Education and the Changing Role of the Library Media Specialist	ED 327 221	(IR)
Divorce and One-Parent Counseling	No ED#	(CG)
Does Early Intervention Help?	ED 295 399	(EC)
Down Syndrome	ED 304 819	(EC)
Dropout Prevention	ED 282 347	(EA)
Dropout's Perspective on Leaving School, The	ED 291 015	(CG)
Drug Abuse: Prevention Strategies for Schools	ED 279 644	(SP)
Drug and Alcohol Prevention Education	ED 330 675	(SP)
Drug Testing (1988)	ED 307 656	(EA)
Drug Testing (Revised) (1990)	ED 316 957	(EA)
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	(PS)
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	(EC)
Eating Disorders: Counseling Issues	ED 260 367	(CG)
Economic Support for Education in Rural School Districts	ED 308 059	(RC)
Economics in the Curriculum	ED 296 949	(SO)
Economics of Information in Education	ED 253 255	(IR)
Educating Exceptional Children	ED 317 007	(EC)

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	ED Number	(CH)
Educating Homeless Children	ED 308 276	(UD)
Educating Language-Minority Children	ED 317 273	(PS)
Educating the Consumer about Advertising: Some Issues	ED 332 255	(CS)
Education and Economic Development	ED 293 207	(EA)
Education and Employment	ED 268 303	(CE)
Education for High-Technology Jobs	ED 259 207	(CE)
Education for Tomorrow's Vocational Teachers	ED 289 998	(CE)
Education on the U.S. Constitution	ED 285 801	(SO)
Educational Accountability	ED 286 551	(JC)
Educational Measurement Productivity	No ED#	(TM)
Educational Reform and the School Counselor	ED 347 491	(CG)
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	(EC)
Educational Technology and Distance Education	ED 232 617	(IR)
Educational Testing for Migrant Students	ED 287 654	(RC)
Effective and Ethical Recruitment of Vocational Education Students	ED 282 092	(CE)
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	(EC)
Effective Schools Research and Vocational Education	ED 252 693	(CE)
Effects of Career Education on Student Achievement and Retention	ED 252 693	(CE)
Effects of Corporate Involvement in Education, The	ED 248 242	(SP)
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	(RC)
Eight Approaches to Language Teaching	ED 277 280	(FL)
Elderly Parents and Adult Children as Caregivers	ED 279 993	(CG)
Electronic Networking	ED 278 417	(IR)
Electronic Networks	ED 254 211	(IR)
Elementary School Foreign Language Programs	ED 309 652	(FL)
Emergency Teacher Certification	ED 248 244	(SP)
Emerging Issues in State-Level School Finance	ED 324 777	(EA)
Emerging Role of the Community College Counselor, The	ED 315 707	(CG)
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	(RC)
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	(HE)
motional Disturbances	ED 295 398	(EC)
mployability—The Fifth Basic Skill	ED 325 659	(CE)
mployer-Sponsored Training	ED 237 805	(CE)
Employers' Expectations of Vocational Education, (#34) [Part of a Collection]	ED 252 693	(CE)
Employers' Expectations of Vocational Education, (#90)	ED 312 454	(CE)
Employment and Older Adults	ED 237 806	(CE)
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	(EC)
Empowering Young Black Males	ED 341 887	(CG)
Empowerment for Later Life	ED 328 828	(CG)
Encouraging Writing Achievement: Writing Across the Curriculum	ED 327 879	(CS)
Encouraging Young Children's Writing	ED 327 312	(PS)
Energy	ED 237 794	(CE)
Energy Conservation in Small Schools	ED 261 818	(RC)
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	(FL)
English Plus	ED 350 884	(FL)
Enhancing a College's Fund-Raising Ability	ED 308 799	(HE)
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	(IR)
Enriching the Compensatory Education Curriculum for Disadvantaged Students	ED 319 876	(UD)
Enrollment Management	ED 286 558	(JC)
Environmental Education for a Sustainable Future	ED 320 765	(SE)
Environmental Education for Adult Learners	ED 335 239	(SE)
Environmental Education Program Evaluation	No ED#	(SE)
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	(SE)
Environmental Literacy	ED 351 201	(SE)
Equal Mathematics Education for Female Students	ED 344 977	(UD)
ERIC and the Adult Education Act—25 Years of Collaboration	ED 329 807	(CE)
ERIC/CAPS—Expanding Counselor Choices	ED 347 473	(CG)
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	(EA)
ERIC for Practitioners	ED 270 101	(IR)
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	(RC)

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	ED Number	(CH)
ERIC on CD-ROM: Update (May 1988)	ED 300 031	(IR)
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	(IR)
ERIC: Outdoor Education Resources	No ED#	(RC)
Escalating Kindergarten Curriculum	ED 308 989	(PS)
ESL in Special Education	ED 303 044	(FL)
ESL Literacy for a Linguistic Minority: The Deaf Experience	FL 800 611	(FL)
ESL Program Administration in Higher Education	ED 303 045	(FL)
ESL Teacher Certification	ED 276 306	(FL)
ESL Teacher Education	ED 289 361	(FL)
ESL Through Content-Area Instruction	ED 296 572	(FL)
Establishing an Outdoor Education Organization	ED 286 701	(RC)
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	(RC)
Ethical and Legal Issues in School Counseling	ED 315 709	(CG)
Ethical Practice in Adult Education	ED 338 897	(CE)
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	(SP)
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	(FL)
Evaluating Criterion-Referenced Tests	ED 284 911	(TM)
Evaluating Educational Programs	ED 324 766	(EA)
Evaluating Principals	ED 330 064	(EA)
Evaluating Student Writing: Methods and Measurement	ED 315 785	(CS)
Evaluating Workshop and Institutes	ED 315 427	(TM)
Evaluation of Gifted Programs	No ED#	(TM)
Evaluation of Programs for the Gifted and Talented	ED 262 510	(EC)
Evaluation of Student Teachers	ED 278 658	(SP)
Evaluation of Teachers, The	ED 278 657	(SP)
Evaluation Strategies for Vocational Program Redesign	ED 305 497	(CE)
Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	(RC)
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	(IR)
Exercise Adherence	ED 330 676	(SP)
Experiential Education	ED 237 789	(CE)
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	(RC)
Explaining Test Results to Parents	ED 302 559	(TM)
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	(FL)
Exploring Alternatives to Consolidation	ED 296 817	(RC)
Expressive Arts in Counseling, The	ED 350 528	(CG)
Extended School Year (ESY)	ED 321 503	(EC)
Extending the School Year and Day	ED 259 450	(EA)
Facilitating Certification and Professional Development for Small Schools	ED 260 884	(RC)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	(HE)
Faculty Consulting and Supplemental Income	ED 284 521	(HE)
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	(HE)
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	(HE)
Faculty Participation in Decision Making	ED 284 520	(HE)
Family and Intergenerational Literacy	ED 334 467	(CE)
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	(FL)
Family Caregiving	ED 328 826	(CG)
Family Counseling in the Schools	ED 347 482	(CG)
Family Influences on Employment and Education	ED 272 702	(CE)
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	(RC)
Family-Career Connection, The	ED 268 305	(CE)
Fax for Library Services	ED 341 407	(IR)
Federal Resources for Special Education	No ED#	(EC)
Females and Mathematics	No ED#	(SE)
Field Instruction in School Settings	ED 259 935	(SE)
Field of Educational Technology, The	ED 232 616	(IR)
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	(RC)
Financial Equity in Schools	ED 350 717	(EA)
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 875	(RC)
Finding Information About Standardized Tests	ED 302 557	(TM)
Finding Information About Tests	ED 286 941	(TM)

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	ED Number	(CH)
Finding Non-Commercial Tests	ED 315 428	(TM)
Finding What You Need in ERIC	ED 253 459	(SO)
First-Generation College Students	ED 351 079	(JC)
Fiscal Policy Issues and School Reform	ED 321 342	(EA)
Five Common Misuses of Tests	ED 315 429	(TM)
Five Key Issues in School Restructuring	ED 344 329	(EA)
Flexibility in Academic Staffing	ED 284 523	(HE)
Flexible Work Schedules	ED 321 157	(CE)
Foreign Language and International Studies High Schools	ED 276 307	(FL)
Foreign Language Careers: Translation. Q & A	ED 232 484	(FL)
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	(FL)
Foreign Language Learning and Children: The Parental Role	ED 289 366	(FL)
Foreign Language Learning: An Early Start	ED 328 083	(FL)
Foreign Language Organizations	No ED#	(FL)
Foreign Language Program Articulation from High School to the University	ED 321 586	(FL)
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	(FL)
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	(FL)
Foreign Language Teacher Certification	ED 276 302	(FL)
Foreign Language Teacher Education—1987 Update	ED 289 362	(FL)
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	(FL)
Foreign Languages and International Business	ED 347 851	(FL)
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	(EC)
Fostering Academic Creativity in Gifted Students	ED 321 489	(EC)
Fostering Cognitive Development in College Students—The Perry and Toulmin Models	ED 284 272	(CS)
Fostering Peer Acceptance of Handicapped Students	ED 262 498	(EC)
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	(EC)
Four-Year Olds and Public Schooling	ED 325 204	(PS)
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	(EC)
Freirean Approach to Adult Literacy Education, The	ED 321 615	(FL)
Full-Day or Half-Day Kindergarten?	ED 256 474	(PS)
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	(EC)
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	(RC)
Future of Family Life, The	ED 237 801	(CE)
Gangs	ED 321 419	(EA)
GED Testing Program, The	ED 314 430	(TM)
Gender Bias and Fairness	ED 328 610	(TM)
General Education and the Community College	ED 304 196	(JC)
Getting Serious About Sexual Harassment	ED 347 699	(EA)
Gifted and Talented	ED 237 791	(CE)
Gifted and Talented Handicapped, The	ED 262 522	(EC)
Gifted and Talented Students: An Overview	ED 287 257	(EC)
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	(EC)
Giftedness and Learning Disabilities	No ED#	(EC)
Giftedness and the Gifted: What's It All About?	ED 321 481	(EC)
Glossary of Measurement Terms	ED 315 430	(TM)
Grade Retention and Promotion	ED 267 899	(PS)
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	(EA)
Grade Retention: Making the Decision	ED 304 498	(UD)
Granting Academic Credit for Vocational Education	ED 275 887	(CE)
Growing Role of Japan in International Politics and Economics, The	SO 022 516	(SO)
Guidance—The Heart of Education: Three Exemplary Approaches	ED 328 829	(CG)
Guidelines for Family Television Viewing	ED 320 662	(PS)
Guidelines for Working with Adult Learners (1982)	ED 237 811	(CE)
Guidelines for Working with Adult Learners (1988)	ED 299 456	(CE)
Guiding the Gifted Reader	ED 321 486	(EC)
Handwriting Instruction: What Do We Know?	ED 272 923	(CS)
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	(PS)
Head Start Experience, The	ED 327 313	(PS)
Health Communication in the 90's	ED 347 608	(CS)
Health Education: Classroom and Program Resources	No ED#	(SP)

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Helping Adolescents Adjust to Giftedness	ED 321 494	(EC)
Helping At-Risk Youth Make the School-to-Work Transition	ED 321 158	(CE)
Helping Children Cope With Divorce: The School Counselor's Role	ED 279 992	(CG)
Helping Children Overcome Reading Difficulties	ED 344 190	(CS)
Helping Gifted Students with Stress Management	ED 321 493	(EC)
Helping Hispanic Students to Complete High School and Enter College	ED 252 637	(UD)
Helping Low-Achieving Students in Mathematics	No ED#	(SE)
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	(HE)
Helping Minority Students with Nontraditional Skills Enter and Complete College	ED 234 104	(UD)
Helping Your Highly Gifted Child	ED 321 482	(EC)
Heritage Education in the Social Studies	ED 300 336	(SO)
High Risk Students and Higher Education: Future Trends	ED 325 033	(HE)
High School Government Textbooks	ED 301 532	(SO)
High School Graduates In Entry Level Jobs—What Do Employers Want?	ED 293 972	(UD)
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	(HE)
High School-Community College Collaboration	ED 286 559	(JC)
High-Risk Secondary Student and Experiential, Competency-Based Education, The	No ED#	(UD)
Higher Education for Handicapped Students	No ED#	(EC)
Higher Order Thinking Skills in Vocational Education	ED 350 487	(CE)
Highly Mobile Students: Educational Problems and Possible Solutions	ED 338 745	(UD)
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	(RC)
Hispanic Culture and Literature: An Overview	ED 288 667	(RC)
Hispanic Education in America: Separate and Unequal	ED 316 616	(UD)
Hispanics and Employment	ED 234 102	(UD)
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	(RC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	(EC)
Home Schooling	ED 282 348	(EA)
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	(PS)
How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	(EC)
How Can We Teach Critical Thinking?	ED 326 304	(PS)
How Children Develop Racial Awareness	ED 232 761	(PS)
How College Learning Specialists Can Help College Students	ED 334 571	(CS)
How Do Teachers Communicate?	ED 297 002	(SP)
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	(FL)
How to Find Good Computer Software in English and Language Arts	ED 250 692	(CS)
How to Make School Desegregation Work—Some Advice from the Research [Part of a Collection]	ED 209 407	(UD)
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	(SO)
How to "Read" Television: Teaching Students to View TV Critically	ED 318 039	(CS)
How Well Do Tests Measure Real Reading?	ED 306 552	(CS)
Human Performance Technology	ED 296 122	(CE)
Human Resource Development: An Introduction	ED 240 398	(CE)
Humanities in the English Classroom	ED 269 809	(CS)
Hypertext: Behind the Hype	ED 308 882	(IR)
Identification of the Gifted and Talented	ED 262 523	(EC)
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	(RC)
Identifying Potential Dropouts	ED 339 092	(EA)
IEP Review, The	No ED#	(EC)
Impact of Educational Reform on Science Education, The	ED 320 764	(SE)
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	(IR)
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	(RC)
Imperative for Educational Reform: Implications for Special Education	ED 262 504	(EC)
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	(PS)
Implementing Effective LRE Programs	ED 233 928	(SO)
Implementing Information Power	ED 308 857	(IR)
Implementing Middle School Foreign Language Programs	ED 333 714	(FL)
Implications of Research on Displaced Workers	ED 305 493	(CE)
Importance of [ERIC] for Health and Physical Education Teacher Candidates, The	ED 277 654	(SP)
Importance of [ERIC] for Teacher Candidates	ED 277 655	(SP)
Improvement in Geography Education	ED 264 164	(SO)
Improving Academic Advising at the Community College	ED 320 647	(JC)

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Improving Basic Skills of Vocational Education Students	ED 292 973	(CE)
Improving Chapter 1 Delivery	ED 292 940	(UD)
Improving Schooling to Reduce Teenage Pregnancy	ED 269 517	(UD)
Improving Student Retention in Community Colleges	ED 276 493	(JC)
Improving Teacher Evaluations	ED 315 431	(TM)
Improving the Mathematical Skills of Low Achievers	ED 237 584	(UD)
Improving the School-Home Connection for Low-Income Urban Parents	ED 293 973	(UD)
Improving the Science and Mathematics Achievement of Mexican American Students Through Culturally Relevant Science	ED 296 819	(RC)
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	(SO)
Improving Urban Education with Magnet Schools	ED 340 813	(UD)
Improving Writing Skills Through Social Studies	ED 285 829	(SO)
Improving Your Test-Taking Skills	ED 302 558	(TM)
In the Shadow of Baccalaureate Institutions	ED 348 129	(JC)
Incorporating Dialect Study into the Language Arts Class	ED 318 231	(FL)
Incorporating Humanities Instruction in Vocational Programs	JC 930 023	(JC)
Increasing Comprehension by Activating Prior Knowledge	ED 328 885	(CS)
Increasing Minority Participation in the Teaching Profession	ED 270 527	(UD)
Increasing Science Achievement for Disadvantaged Students	ED 253 623	(UD)
Increasing the School Involvement of Hispanic Parents	ED 350 380	(UD)
Individualized Career Plan Models	ED 292 975	(CE)
Individualized Education Program	No ED#	(EC)
Infant Child Care	ED 333 963	(PS)
Infant Day Care: The Critical Issues	ED 301 362	(PS)
Influence of Reform on Inservice Teacher Education, The	ED 322 147	(SP)
Information Skills for an Information Society: A Review of Research	ED 327 216	(IR)
Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	(IR)
Institutional Distinctiveness: The Next Item on the Community College Agenda	ED 304 197	(JC)
Institutionalization of Planned Change in Schools, The	No ED#	(SP)
Instruction in Awareness of Environmental Issues	ED 259 940	(SE)
Instructional Conversations	ED 347 850	(FL)
Instructional Development for Distance Education	ED 351 007	(IR)
Instructional Role of the Two-Year College Learning Resources Center, The	ED 304 195	(JC)
Instructionally Effective Schools [Part of a Collection]	ED 209 407	(UD)
Integrated Curriculum in the Middle School	ED 351 095	(PS)
Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future	No ED#	(UD)
Integrating Academic and Vocational Education: Strategies for Implementation	ED 346 317	(CE)
Integrating Literature into Middle School Reading Classrooms	ED 316 853	(CS)
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	(RC)
Integrating Students with Severe Disabilities	ED 321 501	(EC)
Integrating Testing with Teaching	ED 315 432	(TM)
Integrating the Language Arts	ED 263 627	(CS)
Integrating Writing and Social Studies, K-6	ED 232 902	(SO)
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	(RC)
Interactive Multimedia Computer Systems	ED 340 388	(IR)
Interactive Video for Special Education	ED 287 260	(EC)
Interactive Video in Vocational Education	ED 268 304	(CE)
Interactive Videodisc in Vocational Education	ED 325 660	(CE)
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	(IR)
Interagency Collaboration: Its Role in Welfare Role in Welfare Reform	ED 347 405	(CE)
Interdisciplinary Environmental Education	No ED#	(SE)
International Association for the Evaluation of Educational Achievement, The	ED 328 604	(TM)
International Literacy Year	ED 321 620	(FL)
Internationalizing the Community College: Examples of Success	ED 321 833	(JC)
Internationalizing the University Career Center	ED 341 889	(CG)
Internet Basics	ED 348 054	(IR)
Interpreting Test Scores for Compensatory Education	ED 314 428	(TM)
Invented Spelling and Spelling Development	ED 272 922	(CS)
Invitational Learning for Counseling and Development	ED 315 702	(CG)

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Involving At-Risk Families in Their Children's Education	ED 326 925	(EA)
Involving Parents in the Education of Their Children	ED 308 988	(PS)
Issue: Adult Literacy Assessment, The	ED 310 369	(CS)
Issues Affecting High School Literature Programs	ED 270 783	(CS)
Issues and Trends in Career Planning and Placement	ED 304 629	(CG)
Issues in ESEA Title VII Bilingual Education	No ED#	(UD)
Issues in Multicultural Counseling	ED 279 995	(CG)
Issues in Test Bias	No ED#	(TM)
Japan's Relations With Its Asian Neighbors	SO 022 641	(SO)
Japanese Education	SO 022 518	(SO)
Japanese-U.S. Economic Relations	SO 022 517	(SO)
Job Satisfaction Among Community College Faculty	ED 296 765	(JC)
Job Search Methods	ED 346 318	(CE)
Job-Related Basic Skills (#42) (1985)	ED 259 212	(CE)
Job-Related Basic Skills (#94) (1990)	ED 318 912	(CE)
Jobs of the Future (1985)	ED 259 216	(CE)
Jobs in the Future (1990)	ED 318 913	(CE)
Juvenile Corrections and the Exceptional Student	ED 340 153	(EC)
Keeping Track of At Risk Students	ED 285 961	(UD)
Knowledge Base for Teaching, The	ED 330 677	(SP)
Labeling Courses and Students	ED 273 337	(JC)
Labor Market Information and Career Decision Making	ED 305 496	(CE)
Labor Studies in the Curriculum	ED 309 132	(SO)
Language Across the Curriculum	ED 250 699	(CS)
Language Aptitude Reconsidered	ED 318 226	(FL)
Language Experience Approach and Adult Learners, The	ED 350 887	(FL)
Language Policy and Planning	ED 303 051	(FL)
Large Scale Writing Assessment	ED 250 691	(CS)
Latchkey Children	ED 290 575	(PS)
Latchkey Children and School-Age Child Care	ED 301 360	(PS)
Latin American Studies	ED 264 161	(SO)
Law-Related Education in Elementary and Secondary Schools	ED 296 948	(SO)
Leadership	ED 268 063	(SO)
Leadership Compass Values and Ethics in Higher Education	ED 350 970	(HE)
Leadership in Civic Education	ED 351 270	(SO)
Leadership in Higher Education	ED 301 144	(HE)
Leadership Skills Among the Gifted and Talented	ED 262 511	(EC)
Learner Assessment in Adult ESL Literacy	FL 800 613	(FL)
Learner-Centered Worker Education Program, A	ED 334 872	(FL)
Learning Activities for Environmental Education	No ED#	(SE)
Learning Centers for the 1990's	ED 338 295	(JC)
Learning Disabilities	ED 291 204	(EC)
Learning in The Environment	No ED#	(SE)
Learning Management	ED 296 121	(CE)
Learning of Mathematics, The	ED 265 050	(SE)
Learning Related Visual Problems	ED 309 582	(EC)
Learning Styles	ED 301 143	(HE)
Learning Styles Counseling	ED 341 890	(CG)
Learning the New Basics Through Vocational Education [Part of a Collection]	ED 252 693	(CE)
Least Restrictive Environment	No ED#	(EC)
Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	(SP)
Legal Issues in Minimum Competency Testing	ED 286 942	(TM)
Legal Issues in Testing	ED 289 884	(TM)
Leisure Education	No ED#	(EC)
Lesson Structure: Research to Practice	ED 291 206	(EC)
Liberal Arts at the Community College	ED 351 091	(JC)
Libraries for the National Education Goals	ED 345 753	(IR)
Library and Information Services for Productivity	ED 327 220	(IR)
Library and the Latchkey, The	ED 331 512	(IR)
Library Censorship	ED 264 165	(SO)

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	ED Number	(CH)
Library Latchkey Children	ED 343 687	(PS)
Library Services for Mexican Americans: Problems and Solutions	No ED#	(RC)
Life Cycles and Career Development: New Models	ED 346 316	(CE)
Life Skills Mastery for Students with Special Needs	ED 321 502	(EC)
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	(FL)
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	(SE)
Linking Schools with Human Service Agencies	ED 319 877	(UD)
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	(FL)
Listening: Are We Teaching It, and If So, How?	ED 295 132	(CS)
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	(RC)
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	(FL)
Literature as Lessons on the Diversity of Culture	ED 306 602	(CS)
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	(FL)
Locating and Selecting Information: A Guide for Adult Educators	ED 325 657	(CE)
Locating Job Information	ED 308 398	(CE)
Locating Practice-Oriented Materials in ERIC	ED 331 827	(SP)
Locating the "E" in S/T/S	No ED#	(SE)
Locating Vocational Education Curricula	ED 318 915	(CE)
Magnet Schools	ED 293 225	(EA)
Mainstreaming	No ED#	(EC)
Maintaining Foreign Language Skills	ED 296 573	(FL)
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	(RC)
Making Schools More Responsive to At-Risk Students	ED 316 617	(UD)
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	(HE)
Managing Computer Software Collections	ED 254 213	(IR)
Managing Disruptive Student Behavior in Adult Basic Education	ED 272 700	(CE)
Managing Inappropriate Behavior in the Classroom	No ED#	(EC)
Managing Your Professional Development: A Guide for Part-Time Teachers of Adults	ED 321 155	(CE)
Managing Youth Programs: A Critical Gap in the Research	ED 344 978	(UD)
Marine and Aquatic Education	No ED#	(SE)
Marketeer: New Role for Career and Placement Specialists	ED 304 633	(CG)
Marketing Yourself as a Professional Counselor	ED 347 492	(CG)
Mass Communication	ED 339 074	(CS)
Master's Degree, The	ED 301 140	(HE)
Mathematics Learning in the Elementary School	ED 294 719	(SE)
Mathematics Learning in the Secondary School	ED 297 935	(SE)
Mathematics Teacher Supply and Demand	No ED#	(SE)
Measurement Implications of "A Nation at Risk"	ED 286 943	(TM)
Measuring Aptitude	ED 328 608	(TM)
Measuring Kindergartners' Social Competence	ED 327 314	(PS)
Measuring Student Outcomes Through the Associate Degree	ED 269 116	(JC)
Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	(TM)
Measuring the Nation's Literacy: Important Considerations	ED 334 870	(FL)
Media Ethics: Some Specific Problems	ED 314 802	(CS)
Media's Role in Political Campaigns	ED 346 527	(CS)
Meeting National Goals for 2000 and Beyond in Mathematics Education	No ED#	(SE)
Meeting the Educational Needs of Southeast Asian Children	ED 328 644	(UD)
Meeting the Goals of School Completion	ED 334 309	(UD)
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	(HE)
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	(EC)
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	(EC)
Meeting the Special Needs of Drug-Affected Children	ED 321 424	(EA)
Mental Retardation	ED 287 258	(EC)
Mentor Relationships and Gifted Learners	ED 321 491	(EC)
Mentoring of Disadvantaged Youth, The	ED 306 326	(UD)
Mentorships for the Gifted and Talented	ED 262 512	(EC)
Merit Pay	No ED#	(SP)
Merit Pay for Teachers	ED 259 453	(EA)
Meta-Analysis in Educational Research	ED 339 748	(TM)
Meta-Analysis Research on Science Instruction	ED 259 939	(SE)

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	ED Number	(CH)
Metacomprehension	ED 250 670	(CS)
Methods of Securing Alternative Funding for Community Colleges	ED 286 552	(JC)
Mexican American Special Education	ED 287 656	(RC)
Mexican Americans in Higher Education	No ED#	(RC)
Microcomputer Courseware Evaluation Sources	ED 270 102	(IR)
Microcomputer Software and the Social Studies	ED 232 913	(SO)
Microcomputers and Mathematics Instruction	No ED#	(SE)
Microcomputers and Science Teaching	No ED#	(SE)
Microcomputers and Young Children	ED 327 295	(PS)
Microcomputers in Educational Settings: Data for Searches	No ED#	(SE)
Microcomputers in the School Office	ED 259 451	(EA)
Microcomputers in the Science Classroom	ED 309 050	(SE)
Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students	ED 242 801	(UD)
Microcomputers: Some Basic Resources	ED 233 711	(IR)
Middle School Education: The Critical Link in Dropout Prevention	ED 311 148	(UD)
Migrant Education: A Quick Look at ERIC	ED 259 872	(RC)
Migrant Parents Can Evaluate Education	No ED#	(RC)
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	(RC)
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	(RC)
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	(RC)
Military Curriculum	ED 237 790	(CE)
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	(EC)
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	(EC)
Minibibliography on Computers: Special Education Management, A	No ED#	(EC)
Minibibliography on the Role of the Computer and the IEP, A	No ED#	(EC)
Minimum Competency Testing	ED 284 910	(TM)
Minimum Competency Testing and the Handicapped	ED 289 886	(TM)
Minority Groups and the Arts [Part of a Collection]	ED 209 407	(UD)
Misassignment of Teachers in the Public Schools	ED 279 634	(SP)
Missouri Comprehensive Guidance Model	ED 315 699	(CG)
Mixed-Age Groups in Early Childhood Education	ED 308 990	(PS)
Model Programs for Middle School Teacher Preparation	ED 338 593	(SP)
Montessori Programs in Public Schools	ED 348 165	(PS)
More Recent Literature on Urban and Minority Education	ED 306 328	(UD)
Motivating American Indian Students in Science and Math	ED 296 812	(RC)
Motivating American Indians into Graduate Studies	ED 286 703	(RC)
Motivating Teachers for Excellence	ED 259 449	(EA)
Motivating the Mexican American Student	ED 287 657	(RC)
Multi-Cultural Education and Mexican Americans	No ED#	(RC)
Multicultural Career Education and Development	ED 347 402	(CE)
Multicultural Education and the Exceptional Child	No ED#	(EC)
Multicultural Education for Exceptional Children	ED 333 620	(EC)
Multicultural Education in Elementary and Secondary Schools	ED 327 613	(UD)
Multidimensional Problem of Articulation and Transfer	ED 288 577	(JC)
Multiplicities of Literacies in the 1990s	ED 320 138	(CS)
Museum Evaluation	No ED#	(TM)
Museums and Schools as Partners	ED 278 380	(IR)
Myths and Misconceptions About Second Language Learning	ED 350 885	(FL)
Myths and Realities about ERIC	ED 345 756	(IR)
Narratology, The Study of Story Structure	ED 250 698	(CS)
National Assessment of Education Progress (NAEP)	ED 328 603	(TM)
National Board for Professional Teaching Standards	ED 304 444	(SP)
National Board for Professional Teaching Standards—Update	ED 351 336	(SP)
National Career Development Guidelines	ED 347 493	(CG)
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings	ED 256 725	(SP)
National Education Goals: Questions and Answers, The	ED 334 715	(EA)
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	(IR)
National Research and Education Network (NREN): Update 1991, The	ED 340 390	(IR)
National Research Center on Student Learning	ED 338 704	(TM)

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	ED Number	(CH)
National Security in the Curriculum	ED 307 222	(SO)
Nature of Children's Play, The	ED 307 967	(PS)
Nature of Economic Literacy	ED 284 823	(SO)
Nature of Geographic Literacy, The	ED 277 601	(SO)
Nature of Professional Development Schools, The	ED 316 548	(SP)
Need for Foreign Language Competence in the United States, The	ED 276 304	(FL)
Networking and Microcomputers	ED 253 256	(IR)
Networking: K-12	No ED#	(IR)
Neurological Assessment in Schools	ED 328 609	(TM)
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	(IR)
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	(IR)
New Access Points to ERIC: CD-ROM Versions	ED 283 533	(IR)
New Look at Literature Instruction, A	ED 334 595	(CS)
Ninth Grade—A Precarious Time for the Potential Dropout, The	ED 284 922	(UD)
Nondiscriminatory Evaluation	No ED#	(EC)
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	(PS)
Nongraded Primary Education	ED 347 637	(EA)
Nontraditional College Students	ED 347 483	(CG)
Nontraditional Education in Rural Districts	ED 308 054	(RC)
Note-Taking: What Do We Know About the Benefits?	ED 300 805	(CS)
Novice User and CD-ROM Database Services, The	ED 300 032	(IR)
Nurturing Giftedness in Young Children	ED 321 492	(EC)
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	(HE)
Older Adults: Counseling Issues	ED 260 363	(CG)
Older Language Learner, The	ED 287 313	(FL)
Older Worker Training: An Overview	ED 334 470	(CE)
On Being a Surrogate Parent	No ED#	(EC)
On Second Thought: Using New Cognitive Research in Vocational Education	ED 272 699	(CE)
On Standardized Testing	ED 338 445	(PS)
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	(IR)
Only Child, The	ED 256 475	(PS)
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List (1990)	ED 321 587	(FL)
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update	ED 343 410	(FL)
Optical Disk Formats: A Briefing	ED 303 176	(IR)
Organizations That Provide Test Information	TM 019 446	(TM)
Organized Labor Education and Training Programs	ED 259 213	(CE)
Organizing Institutional Research in the Community College	ED 320 648	(JC)
Out of the Fields and Into Computers	ED 259 873	(RC)
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	(RC)
Outdoor Education Activities for Elementary School Students	ED 260 873	(RC)
Outdoor Education for Behavior Disordered Students	ED 261 811	(RC)
Outdoor Education: A Directory of Organizations and Activities	No ED#	(RC)
Outdoor Education: Definition and Philosophy	ED 267 941	(RC)
Outdoor Programs for Gifted Children	No ED#	(RC)
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	(SE)
Overview of Self-Concept Theory for Counselors, An	ED 304 630	(CG)
Overview of the Six National Education Goals, An	ED 334 714	(EA)
Overview on Excellence [A Collection of Digests]	ED 252 693	(CE)
Parent Education and Support Programs	ED 320 661	(PS)
Parent Involvement and Migrant Education	No ED#	(RC)
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	(FL)
Parent Involvement in Children's Academic Achievement	ED 261 313	(CG)
Parent Involvement in Elementary Language Arts: A Program Model	ED 326 901	(CS)
Parent Involvement in the Educational Process	ED 312 776	(EA)
Parent Participation and the Achievement of Disadvantaged Students	ED 259 040	(UD)
Parents and Schools	ED 269 137	(PS)
Parents of Gifted Children	ED 262 527	(EC)
Parents' Rights and Responsibilities	ED 262 499	(EC)
Parents' Role and Responsibilities in Indian Education	No ED#	(RC)
Parents' Role in Transition for Handicapped Youth	ED 282 093	(CE)

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	ED Number	(CH)
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	(HE)
Part-Time Teachers in Adult and Vocational Education	ED 240 400	(CE)
Paying for College: Savings Plan vs. Prepayment	ED 308 797	(HE)
Peace and Nuclear War	ED 264 163	(SO)
Peer and Cross Age Teaching in Mainstream Classes	No ED#	(EC)
Peer Consultation for Professional Counselors	ED 347 476	(CG)
Peer Counseling	ED 266 341	(CG)
Peer Helping Relationships in Urban Schools	ED 289 949	(UD)
Peer Leaders in Drug Abuse Prevention	ED 341 892	(CG)
Performance Standards for School Superintendents	ED 301 970	(EA)
Personal Benefits of Foreign Language Study	ED 276 305	(FL)
Personal Communication [A Collection of Digests and Fast Bibs]	ED 339 073	(CS)
Personal Computers Help Gifted Students Work Smart	ED 321 488	(EC)
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	(EC)
Physical Education Curriculum Resources	No ED#	(SP)
Plain English Movement, The	ED 284 273	(CS)
Planning a Class Camping Trip	ED 260 883	(RC)
Planning for Parent Participation in Schools for Young Children	ED 342 463	(PS)
Planning Middle School Foreign Language Programs	ED 324 972	(FL)
Planning Staff Development Programs for Rural Teachers	ED 260 874	(RC)
Plugging in to Computer Bulletin Boards	ED 278 381	(IR)
Pluralism and Education: Its Meaning and Method	ED 347 494	(CG)
Policy Analysis for School Districts	ED 302 899	(EA)
Population Education	No ED#	(SE)
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	(PS)
Portfolio and Test Essay: The Best of Both Writing Assessment Worlds at SUNY Brockport	ED 347 572	(CS)
Portfolios: Assessment in Language Arts	ED 334 603	(CS)
Positioning Community Colleges Via Economic Development	ED 269 115	(JC)
Positive Discipline	ED 327 271	(PS)
Positive Uncertainty: A Paradoxical Philosophy of Counseling Whose Time Has Come	ED 347 486	(CG)
Post-Modernism, Art Educators, and Art Education	ED 348 328	(SO)
Post-Tenure Faculty Evaluation	ED 284 529	(HE)
Post-Traumatic Loss Debriefing: Providing Immediate Support for Survivors of Suicide or Sudden Loss	ED 315 708	(CG)
Postmodern Educational Technology	ED 348 042	(IR)
Postsecondary Career Education	ED 237 804	(CE)
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	(HE)
Postsecondary Options for Learning Disabled Students	No ED#	(EC)
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	(IR)
Praise in the Classroom	ED 313 108	(PS)
Precollege Guidance and Counseling	ED 291 016	(CG)
Prekindergarten Teacher Licensure	ED 330 674	(SP)
Preparation of Middle School Teachers	ED 335 356	(SP)
Preparing Children with Disabilities for School	ED 340 147	(EC)
Preparing for a Global Community	ED 350 971	(HE)
Preparing Rural Students for an Urban Environment	ED 296 818	(RC)
Preparing School Administrators	ED 326 939	(EA)
Preparing Severely Handicapped Individuals for the World of Work	No ED#	(EC)
Preparing Students to Take Standardized Achievement Tests	ED 314 427	(TM)
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges	ED 333 943	(JC)
Preschool Gifted and Talented Child, The	ED 262 524	(EC)
Preschool Services for Children with Handicaps	ED 295 394	(EC)
Prescription for Literacy: Providing Critical Educational Experiences	ED 340 001	(CS)
Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	(RC)
Preventing Obsolescence Through Adult Retraining	ED 296 120	(CE)
Privacy and Confidentiality	No ED#	(EC)
Private Sector Involvement in Vocational Education	ED 259 206	(CE)
Problem of Problem Solving	No ED#	(SE)
Procedural Safeguards	No ED#	(EC)
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	(SE)
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	(SE)

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Professional Development Schools and Educational Reform: Concepts and Concerns	ED 335 357	(SP)
Professional Education	ED 284 527	(HE)
Professional Training for Teachers of the Gifted and Talented	ED 262 525	(EC)
Professional Training Programs in Gifted Education	No ED#	(EC)
Professional Training Programs in Special Education, Region I	No ED#	(EC)
Professional Training Programs in Special Education, Region II	No ED#	(EC)
Professional Training Programs in Special Education, Region III	No ED#	(EC)
Professional Training Programs in Special Education, Region IV	No ED#	(EC)
Professional Training Programs in Special Education, Region V	No ED#	(EC)
Professional Training Programs in Special Education, Region VI	No ED#	(EC)
Professional Training Programs in Special Education, Region VII	No ED#	(EC)
Professional Training Programs in Special Education, Region VIII	No ED#	(EC)
Professional Training Programs in Special Education, Region IX	No ED#	(EC)
Professional Training Programs in Special Education, Region X	No ED#	(EC)
Professionalization of Student Affairs Staff, The	ED 347 495	(CG)
Professionalizing Teaching: Is There a Role for Professional Development Schools?	ED 347 153	(SP)
Professor Responds by Computer to the Writing of Elementary Students, A	ED 341 061	(CS)
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	(FL)
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	(RC)
Program Review	ED 291 441	(JC)
Project BEST	No ED#	(CS)
Promising Strategies for At-Risk Youth	ED 328 958	(EA)
Promoting a Concern for the Environment	ED 351 206	(SE)
Promoting ERIC Among Classroom Teachers	No ED#	(SP)
Promotion Policies in the Urban High School	ED 306 327	(UD)
Proposal Writing for Two-Year Colleges	JC 930 022	(JC)
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	(HE)
Prospects in Principal Preparation	ED 350 726	(EA)
Protecting Children from Inappropriate Practices	ED 326 305	(PS)
Psychological Dimensions of User-Computer Interfaces	ED 337 203	(IR)
Public Image and the University	ED 301 145	(HE)
Public Relations for Foreign Languages, Q&A	ED 232 482	(FL)
Public School Administration on Indian Reservations	ED 260 869	(RC)
Public School Choice: Issues and Concerns for Urban Educators	ED 322 275	(UD)
Public Service in Higher Education: Practices and Priorities	ED 284 515	(HE)
Punctuation: Less is More?	ED 347 553	(CS)
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	(HE)
Qualitative Research in Student Affairs	ED 347 487	(CG)
Qualities of Effective Writing Programs	ED 250 694	(CS)
Quality Circles in the Community College	JC 930 026	(JC)
Quality Circles: Implications for Training	ED 237 810	(CE)
Quality of Students in Teacher Education, The	No ED#	(SP)
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	(PS)
Quality—Transforming Postsecondary Education	ED 350 972	(HE)
Racism in America's Schools	ED 320 196	(EA)
Raising Hispanic Achievement	ED 256 842	(UD)
Reaching Handicapped Children in Their Early Years	No ED#	(EC)
Readiness for Kindergarten	ED 291 514	(PS)
Readiness: Children and Schools	ED 330 495	(PS)
Reading Achievement in Rural Areas	No ED#	(RC)
Reading and Writing in a Kindergarten Classroom	ED 331 030	(CS)
Reading for the Gifted	ED 262 513	(EC)
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	(RC)
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	(EC)
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	(HE)
Reappraisal of Instructional Television, A	ED 294 569	(IR)
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	(SE)
Recent Developments in College Science Programs and Courses	ED 320 758	(SE)
Recent Literature on Urban and Minority Education	ED 311 136	(UD)
Recent Research on Mathematics Instruction	ED 266 019	(SE)

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Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	(RC)
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	(FL)
Recruiting and Selecting Principals	ED 297 481	(EA)
Reducing Stress Among Students	ED 284 526	(HE)
Reducing the Dropout Rate Through Career and Vocational Education	ED 282 094	(CE)
Reentry Programs for Dropouts in Adult Settings	ED 259 215	(CE)
Referring Language Minority Students to Special Education	ED 329 131	(FL)
Reflective Practice in Adult Education	ED 346 319	(CE)
Reforming the Large Urban High School [Part of a Collection]	ED 209 407	(UD)
Refugee Resettlement and Integration: An Organization Guide [Part of a Collection]	ED 209 407	(UD)
Relationship of State Departments of Education with Rural Schools	ED 232 796	(RC)
Relationship of the IEP to Grading and Graduation Requirements	No ED#	(EC)
Remember Our Faces—Teaching About the Holocaust	ED 345 990	(SO)
Remember the Ladies—Women in the Curriculum	ED 319 652	(SO)
Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	(HE)
Repairing and Renovating Aging School Facilities	ED 301 967	(EA)
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	(SE)
Research Related to Instructional Materials for Science	ED 265 013	(SE)
Resolving Ethical Dilemmas in the Workplace: A New Focus for Career Development	ED 334 468	(CE)
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	(SE)
Resources for Educational Materials Related to Science Education K-12	ED 321 972	(SE)
Resources for Involving Parents in Literacy Development	ED 250 673	(CS)
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	(SO)
Responses of English Language Arts Professionals to "A Nation at Risk"	ED 250 690	(CS)
Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	(EC)
Restructuring American Schools: The Promise and the Pitfalls	ED 314 546	(UD)
Restructuring the Schools	ED 309 563	(EA)
Retaining Adult Students	ED 237 800	(CE)
Retaining Adult Students in Higher Education	ED 308 401	(CE)
Retaining At-Risk Students in Career and Vocational Education	ED 308 400	(CE)
Retaining Good Teachers in Urban Schools	ED 341 762	(UD)
Retirement Education Programs	ED 240 399	(CE)
Retirement Policy	ED 259 208	(CE)
Retirement Programs for Faculty	ED 301 141	(HE)
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	(IR)
Review of the Literature on Blacks and Mathematics, A	ED 260 945	(SE)
Review of "Research Within Reach: Science Education", A	ED 259 938	(SE)
Revision	ED 323 551	(CS)
Right to Read: Censorship in the School Library, The	ED 319 067	(CS)
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	(EC)
Rights of the Handicapped	No ED#	(EC)
Role of Business in Education, The	ED 321 344	(EA)
Role of Calculus in College Mathematics, The	ED 321 970	(SE)
Role of Culture in Foreign Language Education, The	ED 276 298	(FL)
Role of Libraries in Literacy Education, The	ED 330 373	(IR)
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	(FL)
Role of Motivation in the Elementary School	ED 232 758	(PS)
Role of Parents in the Development of Peer Group Competence	ED 346 992	(PS)
Role of Review in Mathematics Instruction	ED 260 891	(SE)
Role of Scholarship in the Community College, The	ED 338 294	(JC)
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	(EA)
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	(FL)
Role of the Community College in Economic and Workforce Development, The	ED 339 443	(JC)
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force, The	ED 317 542	(SP)
Role of the Laboratory in Science Teaching, The	No ED#	(SE)
Role of the School Counselor: Elementary Level, The	ED 287 141	(CG)
Role of the School Counselor: Middle/Junior High Level, The	ED 287 142	(CG)
Role of the School Counselor: Secondary Level, The	ED 287 143	(CG)
Role of Vocational Education in Transition Services for Handicapped Youth	ED 259 217	(CE)
Rural Options for Gifted Education	ED 284 716	(RC)

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Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	(RC)
Rural Student Achievement: Elements for Consideration	ED 289 658	(RC)
Rural—A Concept Beyond Definition?	ED 296 820	(RC)
S in "Back to the Basics" Stands for Science, The	No ED#	(SE)
Safety Hazards in Science Classrooms	ED 274 556	(SE)
Saving Money on Printing and Reproduction	ED 233 924	(SO)
Schema Activation, Construction, and Application	ED 312 611	(CS)
Schemata	ED 234 337	(CS)
School Children and Fitness: Aerobics for Life	ED 347 484	(CG)
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	(RC)
School Consolidation	ED 282 346	(EA)
School Crime and Disruption [Part of a Collection]	ED 209 407	(UD)
School Discipline	ED 350 727	(EA)
School District Management Audit, The	ED 302 900	(EA)
School Health Education	ED 269 375	(SP)
School Leadership and Student Motivation	ED 346 558	(EA)
School Learning and Corporation-School Alliances	ED 234 103	(UD)
School Programs for African American Males	ED 334 340	(UD)
School Security	ED 321 343	(EA)
School-Based Budgeting	ED 336 865	(EA)
School-Based Management	ED 301 969	(EA)
School-Based Management and Student Performance	ED 336 845	(EA)
School-College Alliances: Benefits for Low-Income Minorities	ED 308 277	(UD)
School-to-Work Transition: Its Role in Achieving Universal Literacy	ED 329 806	(CE)
Schools Attack the Roots of Violence	ED 335 806	(EA)
Science Education: United States and Elsewhere School Students	ED 282 776	(SE)
Science/Technology/Society in the Social Studies	ED 298 073	(SO)
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	(SO)
Science-Technology Society in the Science Curriculum	ED 274 513	(SE)
Scope of Practice of the Secondary School Counselor	ED 328 830	(CG)
Screening for School Entry	ED 281 607	(PS)
Searching ERIC by Computer	JC 930 027	(JC)
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	(SE)
Second Language Classroom Research	ED 321 550	(FL)
Second-Chance Opportunities for Hispanic Dropouts	ED 306 337	(UD)
Secondary School Ethos and the Academic Success of Urban Minority Students	ED 235 247	(UD)
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	(SE)
Secretary of Labor's Commission on Achieving Necessary Skills, The	ED 339 749	(TM)
Selected Issues in Elementary Guidance	ED 260 368	(CG)
Selected Procedures for Improving the Science Curriculum	ED 325 303	(SE)
Selecting a College: A Checklist Approach	ED 266 339	(CG)
Selecting College and University Personnel	ED 301 139	(HE)
Selecting Microcomputer Courseware	ED 315 062	(IR)
Selecting Software for Special Education Instruction	ED 287 259	(EC)
Self Identity and the Culturally Diverse Child	No ED#	(EC)
Self-Study in Higher Education: the Path to Excellence	ED 284 510	(HE)
Semiotics	ED 234 339	(CS)
Semiotics and the English Language Arts	ED 329 960	(CS)
Serving the LD Student in a Vocational Education Classroom	ED 262 501	(EC)
Severe Disabilities	No ED#	(EC)
Severely Handicapped	No ED#	(EC)
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	(HE)
Sex Education for Retarded Students	No ED#	(EC)
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	(SO)
Sex Equity in Guidance and Counseling	ED 304 627	(CG)
Shared Services for Rural and Small Schools	ED 259 874	(RC)
Sheltered English Instruction	ED 301 070	(FL)
Shifting Kindergarten Curriculum, The	ED 293 630	(PS)
Should Your College Start a Center for the Delivery of Contract Training Programs?	ED 270 138	(JC)

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	ED Number	(CH)
Shy Child, The	ED 295 741	(PS)
Simulated Oral Proficiency Interviews	ED 317 036	(FL)
Simulation Activities for Environmental Education	No ED#	(SE)
Single Parents: Career-Related Issues and Needs	ED 296 123	(CE)
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	(RC)
Small Groups in Adult Literacy and Basic Education	ED 350 490	(CE)
Small School Principal and School-Community Relations, The	ED 232 798	(RC)
Small Schools: An International Overview	ED 317 332	(RC)
So You Want to Be a Teacher (1987)	ED 282 860	(SP)
So You Want to Be a Teacher (1992)	ED 344 872	(SP)
Social and Psychological Adjustment of Southeast Asian Refugees, The	ED 252 638	(UD)
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	(HE)
Social Studies and a "Nation at Risk", The	ED 253 464	(SO)
Social Studies and the Disabled Reader	ED 322 080	(SO)
Social Studies Curriculum Reform Reports	ED 322 021	(SO)
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	(SO)
Social Studies Research: Theory Into Practice	ED 268 064	(SO)
Software Copyright Interpretation	ED 261 649	(IR)
Software Evaluation for Microcomputer Programs	No ED#	(IR)
Software Evaluation for the Teacher of the English Language Arts	ED 250 697	(CS)
Some Caveats When Applying Two Trends in Diagnosis: Remedial Reading	ED 297 303	(CS)
Some Emerging Trends in School Restructuring	ED 343 196	(EA)
Some Implications for Science Education from National Report	ED 259 937	(SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	(SE)
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Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	(SE)
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Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	(SE)
Sources of Information about Science Activities for Special Students	No ED#	(SE)
Sources of Information on Science Careers	No ED#	(SE)
Southeast Asian Adolescents: Identity and Adjustment	ED 306 329	(UD)
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	(FL)
Special Education Dropouts	ED 295 395	(EC)
Special Education in Rural Areas: The Problems...and Some Solutions	No ED#	(RC)
Special Education Job Market, The	No ED#	(EC)
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Spelling	ED 250 695	(CS)
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Staff "Burnout" in Child Care Settings	ED 327 296	(PS)
Standardized Testing of American Indian Students	ED 296 813	(RC)
State Directors	JC 930 029	(JC)
State Education Agencies and Environmental Education	No ED#	(SE)
State Efforts to Deregulate Education	ED 321 368	(EA)
State Testing of Teachers: A Summary of Current Practices	ED 302 556	(TM)
State Testing of Teachers: The 1989 Report	ED 315 433	(TM)
State Testing of Teachers: The 1990 Report	ED 328 605	(TM)
State vs. Local Control of Schools	ED 291 164	(EA)
State-Enforced Accountability of Local School Districts	ED 309 556	(EA)
Status of Dance in Education	ED 348 368	(SP)
Status of the Transfer Function, The	ED 286 550	(JC)
Steps in Designing an Indicator System	ED 338 700	(TM)
Stopping Drug Abuse	ED 301 968	(EA)
Storytelling: Its Wide-Ranging Impact in the Classroom	ED 299 574	(CS)

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ERIC Digests (Alphabetical)

	ED Number	(CH)
Strategic Planning	ED 312 774	(EA)
Strategic Planning (1988)	No ED#	(HE)
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	(HE)
Strategies for Community Organizations: Asian American [Part of a Collection]	ED 209 407	(UD)
Strategies for Implementing the National Career Development Guidelines	ED 338 898	(CE)
Strategies for Retaining Adult Students: The Educationally Disadvantaged	ED 299 455	(CE)
Strategies for Teaching at a Distance	ED 351 008	(IR)
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Strengthening Transfer Opportunities in the Community College	ED 261 756	(JC)
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Student Achievement in Core Subjects of the School Curriculum	ED 332 930	(SO)
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Student Assessment - Humanities	ED 286 553	(JC)
Student Assessment - Literacy	ED 286 554	(JC)
Student Assessment - Mathematics	ED 287 523	(JC)
Student Assessment - Science	ED 286 555	(JC)
Student Assessment - Social Science	ED 286 556	(JC)
Student Discipline Policies	ED 259 455	(EA)
Student Evaluation of Teacher Performance	ED 289 887	(TM)
Student Financial Aid and Women	ED 284 525	(HE)
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	(HE)
Student Literacy [A collection of Digests and Fast Bibs]	ED 339 029	(CS)
Student Stress: Effects and Solutions	ED 284 514	(HE)
Student Tracking Systems in Community Colleges	ED 310 833	(JC)
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	(SE)
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	(HE)
Students with Physical Disabilities and Health Impairment	ED 314 915	(EC)
Students with Specialized Health Care Needs	ED 309 590	(EC)
Studying the Future Through Environmental Education	ED 259 936	(SE)
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Successful ERIC Searching for HPRD Professionals and Students	ED 279 646	(SP)
Successful Instructional Practices for Small Schools	ED 326 352	(RC)
Successful Minority Teacher Education Recruitment Programs	ED 318 738	(SP)
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Suicide and the Exceptional Child	ED 340 152	(EC)
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Supervision of Student Teachers	ED 344 873	(SP)
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Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	(RC)
Supporting Gifted Education Through Advocacy	ED 321 499	(EC)
Supreme Court on "Hazelwood": A Reversal on Regulation of Student Expression, The	ED 321 253	(CS)
Survival of Private Junior Colleges, The	ED 327 222	(JC)
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Talking to Your Child's Teacher About Standardized Tests	ED 315 434	(TM)
Talking to Your High School Students About Standardized Tests	ED 315 435	(TM)
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	(FL)
TBILISI + 10 International Congress: Background, The	ED 277 543	(SE)
Teacher and Academic Freedom, The	ED 233 925	(SO)
Teacher as Decision Maker, The (June 1983)	ED 248 239	(SP)
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	(SP)
Teacher Centers and Higher Education	No ED#	(SP)
Teacher Certification	ED 277 685	(SP)
Teacher Competency Testing	ED 286 944	(TM)
Teacher Competency: What Administrators Can Do	ED 259 452	(EA)
Teacher Educators: What Do We Know?	ED 279 642	(SP)

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	ED Number	(CH)
Teacher Mentoring	ED 271 477	(SP)
Teacher, Principal, and Parent Involvement in the Effective School	ED 292 941	(UD)
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Teacher Wellness Programs	No ED#	(SP)
Teacher-Parent Partnerships	ED 351 149	(PS)
Teaching About Africa	ED 278 602	(SO)
Teaching About Australia	ED 319 651	(SO)
Teaching About Canada	ED 291 666	(SO)
Teaching About China	ED 327 454	(SO)
Teaching About Controversial Issues	ED 253 461	(SO)
Teaching About Ethnic Diversity	ED 273 539	(SO)
Teaching About Global Issues	ED 233 926	(SO)
Teaching About Hazardous Materials	ED 265 075	(SE)
Teaching About India	ED 304 397	(SO)
Teaching About Inner Asia	ED 305 325	(SO)
Teaching About Japan	ED 282 796	(SO)
Teaching About Religion in the Social Studies	ED 298 072	(SO)
Teaching About the Built Environment	ED 322 022	(SO)
Teaching About the Constitutional Rights of Students	ED 348 320	(SO)
Teaching About the Pacific Rim	ED 296 913	(SO)
Teaching About the Soviet Union	ED 286 818	(SO)
Teaching About the Two Koreas	ED 339 672	(SO)
Teaching About the United States Constitution	ED 253 463	(SO)
Teaching About the Voyages of Columbus	ED 348 317	(SO)
Teaching About Western Europe	ED 322 023	(SO)
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Teaching Adults: Is It Different	ED 305 495	(CE)
Teaching and Learning Economics	ED 304 396	(SO)
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	(RC)
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Teaching as a Career and a Profession	No ED#	(SP)
Teaching ASL as a Second Language	ED 343 408	(FL)
Teaching Beginning Reading to Dialect Speakers	ED 275 793	(UD)
Teaching Children to Appreciate Literature	ED 292 108	(CS)
Teaching Children with Attention Deficit Disorder	ED 313 868	(EC)
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	(SE)
Teaching Critical Thinking through Environmental Education	ED 324 193	(SE)
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	(SE)
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	(PS)
Teaching English to the Gifted Student	ED 270 782	(CS)
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	(SE)
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Teaching Geography at School and Home	ED 335 284	(SO)
Teaching Geography in the Elementary School	ED 309 133	(SO)
Teaching History in the Elementary School	ED 293 784	(SO)
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	(RC)
Teaching Limited English Proficient Students to Understand and Use Mathematics	ED 334 310	(UD)
Teaching Mathematics to Limited English Proficient Students	ED 317 086	(FL)
Teaching Poetry: Generating Genuine, Meaningful Responses	ED 307 609	(CS)
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Teaching Reading in a Foreign Language	ED 305 829	(FL)
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Teaching Writing to Linguistically Diverse Students	ED 275 792	(UD)
Teaching Writing with Peer Response Groups	ED 307 616	(CS)
Team Management	ED 292 217	(EA)
Tech Prep	ED 329 808	(CE)
Technology and Equity	ED 339 400	(IR)
Technology and Second Language Learning	ED 350 883	(FL)
Technology Education in Elementary Schools	ED 334 466	(CE)
Technology for the Gifted and Talented	ED 262 514	(EC)
Technology Options for Libraries	ED 303 177	(IR)
Teenage Pregnancy	ED 266 340	(CG)
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	ED 316 615	(UD)
Teenage Suicide: Identification, Intervention and Prevention	ED 266 338	(CG)
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	(FL)
Teleconferencing in Education	ED 254 214	(IR)
Television Viewing and Reading	ED 272 855	(CS)
Testing in Literature	ED 267 435	(CS)
Testing Literature: The Current State of Affairs	ED 321 261	(CS)
Testing Speaking Proficiency: The Oral Interview	ED 276 299	(FL)
Testing the Handicapped	No ED#	(TM)
Thinking in Outdoor Inquiry	ED 348 198	(RC)
Thinking Skills in English—And Across the Curriculum	ED 250 693	(CS)
Time on Task in Vocational Education [Part of a Collection]	ED 252 693	(CE)
Total Quality Management	ED 347 670	(EA)
Total Quality Management: Application in Vocational Education	ED 347 404	(CE)
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	(RC)
Training and Recruiting Minority Teachers	ED 302 898	(EA)
Training and Recruiting Minority Teachers	No ED#	(SP)
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Transactional Theory in the Teaching of Literature	ED 284 274	(CS)
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Translating and Interpreting Programs: A Scottish Example	ED 347 854	(FL)
Translation Profession, The	ED 345 540	(FL)
Trends & Issues in Library and Information Science, 1990	ED 340 389	(IR)
Trends and Directions in Career Education	ED 299 458	(CE)
Trends and Issues in Educational Technology: 1989	ED 320 569	(IR)
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Trends in Library and Information Science: 1989	ED 308 884	(IR)
Two-Way Language Development Programs	ED 321 589	(FL)
Two-Year College Students: A Statistical Profile	ED 351 092	(JC)
Two-Year Colleges	JC 930 028	(JC)
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	(RC)
Underachieving Gifted Students (1985)	ED 262 526	(EC)
Underachieving Gifted Students (1990)	ED 321 483	(EC)
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	(PS)
Understanding and Managing Stress in the Academic World	ED 291 017	(CG)
Understanding and Parenting Adolescents	ED 291 018	(CG)
Understanding Educational Block Grants	No ED#	(SP)
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	(RC)
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	(RC)
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Using Biodata as a Selection Instrument	ED 338 702	(TM)
Using Computers for Environmental Education	ED 260 907	(SE)
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Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	(RC)
Using Literature to Teach Reading	ED 313 687	(CS)
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Using Microcomputers in Elementary Language Arts Instruction	ED 264 575	(CS)
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Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	(RC)
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	(EC)
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Valuing Diversity in the Schools: The Counselor's Role	ED 347 475	(CG)
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Vocational Education in Community-Based Organizations	ED 289 997	(CE)
Vocational Education in Rural America	ED 237 803	(CE)
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Vocational Education-Job Training Partnership Act Coordination	ED 292 972	(CE)
Vocational English-as-a-Second-Language Programs	ED 321 551	(FL)
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What are the Goals for School-Community Relations?	No ED#	(RC)
What Are Educational Indicators and Indicator Systems	ED 338 701	(TM)
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Who Needs a Surrogate Parent?	No ED#	(EC)
Whole Language in an Elementary School Library Media Center	ED 346 874	(IR)
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Writing Assessment at the College Level	ED 345 281	(CS)
Writing Instruction for Dialectally Different Youths	No ED#	(UD)
Writing Instruction in the Two-Year College	ED 272 258	(JC)
Writing RFPs for Assessment Programs	ED 334 194	(TM)
Year-Round Education	ED 342 107	(EA)
Young Children's Oral Language Development	ED 301 361	(PS)

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Controlled Choice: An Alternative School Choice Plan	ED 344 342	(EA)
Coping with Changing Demographics	ED 315 865	(EA)
Day Care in Schools	ED 282 351	(EA)
Dismissing Incompetent Teachers	ED 259 448	(EA)
Dropout Prevention	ED 282 347	(EA)
Drug Testing (1988)	ED 307 656	(EA)
Drug Testing (Revised) (1990)	ED 316 957	(EA)
Education and Economic Development	ED 293 207	(EA)
Emerging Issues in State-Level School Finance	ED 324 777	(EA)
ERIC Digests, 1988-1991: a Compendium of Forty Titles	ED 341 116	(EA)
Evaluating Educational Programs	ED 324 766	(EA)
Evaluating Principals	ED 330 064	(EA)
Extending the School Year and Day	ED 259 450	(EA)
Financial Equity in Schools	ED 350 717	(EA)
Fiscal Policy Issues and School Reform	ED 321 342	(EA)
Five Key Issues in School Restructuring	ED 344 329	(EA)
Gangs	ED 321 419	(EA)
Getting Serious About Sexual Harassment	ED 347 699	(EA)
Grade Retention vs. Social Promotion (Fact Sheet)	No ED#	(EA)
Home Schooling	ED 282 348	(EA)
Identifying Potential Dropouts	ED 339 092	(EA)
Involving At-Risk Families in Their Children's Education	ED 326 925	(EA)
Magnet Schools	ED 293 225	(EA)
Meeting the Special Needs of Drug-Affected Children	ED 321 424	(EA)
Merit Pay for Teachers	ED 259 453	(EA)
Microcomputers in the School Office	ED 259 451	(EA)
Motivating Teachers for Excellence	ED 259 449	(EA)
National Education Goals: Questions and Answers, The	ED 334 715	(EA)
Nongraded Primary Education	ED 347 637	(EA)
Overview of the Six National Education Goals, An	ED 334 714	(EA)
Parent Involvement in the Educational Process	ED 312 776	(EA)
Performance Standards for School Superintendents	ED 301 970	(EA)
Policy Analysis for School Districts	ED 302 899	(EA)
Preparing School Administrators	ED 326 939	(EA)
Promising Strategies for At-Risk Youth	ED 328 958	(EA)
Prospects in Principal Preparation	ED 350 726	(EA)
Racism in America's Schools	ED 320 196	(EA)
Recruiting and Selecting Principals	ED 297 481	(EA)
Repairing and Renovating Aging School Facilities	ED 301 967	(EA)
Restructuring the Schools	ED 309 563	(EA)
Role of Business in Education, The	ED 321 344	(EA)
Role of Schools in Sexual Abuse Prevention and Intervention, The	ED 331 152	(EA)
School Consolidation	ED 282 346	(EA)
School Discipline	ED 350 727	(EA)
School District Management Audit, The	ED 302 900	(EA)
School Leadership and Student Motivation	ED 346 558	(EA)
School Security	ED 321 343	(EA)
School-Based Budgeting	ED 336 865	(EA)
School-Based Management	ED 301 969	(EA)

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	ED Number	(CH)
School-Based Management and Student Performance	ED 336 845	(EA)
Schools Attack the Roots of Violence	ED 335 806	(EA)
Some Emerging Trends in School Restructuring	ED 343 196	(EA)
State Efforts to Deregulate Education	ED 321 368	(EA)
State vs. Local Control of Schools	ED 291 164	(EA)
State-Enforced Accountability of Local School Districts	ED 309 556	(EA)
Stopping Drug Abuse	ED 301 968	(EA)
Strategic Planning	ED 312 774	(EA)
Student Discipline Policies	ED 259 455	(EA)
Superintendent Evaluation	ED 312 775	(EA)
Teacher Competency: What Administrators Can Do	ED 259 452	(EA)
Teacher Tenure	ED 282 352	(EA)
Team Management	ED 292 217	(EA)
Total Quality Management	ED 347 670	(EA)
Training and Recruiting Minority Teachers	ED 302 898	(EA)
Transformational Leadership	ED 347 636	(EA)
Year-Round Education	ED 342 107	(EA)

EC

Adjudicated Handicapped Youth	No ED#	(EC)
Administrator's Role in the Education of Gifted and Talented Children, The	ED 262 516	(EC)
Advocacy and Self Advocacy for Disabled Persons	No ED#	(EC)
Affective Education for Exceptional Students	No ED#	(EC)
Affirmative Action for the Handicapped	No ED#	(EC)
Alcohol and Other Drug Use by Adolescents with Disabilities	ED 340 150	(EC)
Argument for Early Intervention, The	ED 262 502	(EC)
Arts and the Handicapped Child, The	No ED#	(EC)
Assessment of Minority Students	No ED#	(EC)
Attention Deficit Disorder (ADD)	ED 287 261	(EC)
Being at Ease with Handicapped Children	ED 262 506	(EC)
Bilingual Education for Exceptional Children	No ED#	(EC)
Bilingual Special Education	ED 333 618	(EC)
Career Education	No ED#	(EC)
Career Planning for Gifted and Talented Youth	ED 321 497	(EC)
Career Search for the Gifted and Talented	ED 262 507	(EC)
Careers in Special Education	No ED#	(EC)
Characteristics of Intellectually Gifted Children	ED 262 517	(EC)
Child Abuse and the Handicapped Child	ED 287 262	(EC)
Child Abuse and Neglect	No ED#	(EC)
Child Find	No ED#	(EC)
Children on Medication	No ED#	(EC)
Children With Communication Disorders	ED 321 504	(EC)
College Planning for Gifted and Talented Youth	ED 321 495	(EC)
College Planning for Students with Learning Disabilities	ED 314 917	(EC)
Communicating with Culturally Diverse Parents of Exceptional Children	ED 333 619	(EC)
Community's Role in Continuing Education for Disabled Adults, The	No ED#	(EC)
Competency Testing for Handicapped Children	No ED#	(EC)
Cost Effectiveness for Special Education, The	No ED#	(EC)
Creativity and the Creative Process	ED 262 508	(EC)
Critical Presentation Skills—Research to Practice,	ED 291 205	(EC)
Cultural Values and Motivation	No ED#	(EC)
Curricula for the Gifted and Talented	ED 262 518	(EC)
Defining Giftedness	ED 262 519	(EC)
Delivering Special Education	ED 308 686	(EC)
Delivering Special Education: Statistics and Trends	ED 340 154	(EC)
Developing Effective Programs for Special Education Students Who Are Homeless	ED 340 148	(EC)

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	ED Number	(CH)
Developing Individualized Education Programs, IEPs for the Gifted and Talented	ED 262 509	(EC)
Developing Leadership in Gifted Youth	ED 321 490	(EC)
Developing Programs for Students of High Ability	ED 334 806	(EC)
Developing Programs for the Gifted and Talented	ED 262 520	(EC)
Developing Social Vocational Skills in Handicapped Individuals	ED 287 263	(EC)
Differentiating Curriculum for Gifted Students	ED 342 175	(EC)
Disabilities: An Overview	ED 291 203	(EC)
Disciplinary Exclusion of Special Education Students	ED 295 397	(EC)
Discovering Interests and Talents Through Summer Experiences	ED 321 496	(EC)
Discovering Mathematical Talent	ED 321 487	(EC)
Does Early Intervention Help?	ED 295 399	(EC)
Down Syndrome	ED 304 819	(EC)
Early Intervention for Infants and Toddlers—A Team Effort	ED 313 867	(EC)
Educating Exceptional Children	ED 317 007	(EC)
Educational Rights of American Indian and Alaska Native Handicapped Children	No ED#	(EC)
Effective Instruction for Language Minority Children with Mild Disabilities	ED 333 621	(EC)
Emotional Disturbances	ED 295 398	(EC)
Empowering Culturally and Linguistically Diverse Students with Learning Problems	ED 333 622	(EC)
Evaluation of Programs for the Gifted and Talented	ED 262 510	(EC)
Extended School Year (ESY)	ED 321 503	(EC)
Federal Resources for Special Education	No ED#	(EC)
Forming a Local Parent Association for Gifted and Talented Education	ED 262 521	(EC)
Fostering Academic Creativity in Gifted Students	ED 321 489	(EC)
Fostering Peer Acceptance of Handicapped Students	ED 262 498	(EC)
Fostering the Postsecondary Aspiration of Gifted Urban Minority Students	ED 321 498	(EC)
Fourteen Tips to Help Special Educators Deal with Stress	ED 308 657	(EC)
Functional Language Instruction for Linguistically Different Students with Moderate to Severe Disabilities	ED 333 623	(EC)
Gifted and Talented Handicapped, The	ED 262 522	(EC)
Gifted and Talented Students: An Overview	ED 287 257	(EC)
Gifted But Learning Disabled: A Puzzling Paradox	ED 321 484	(EC)
Giftedness and Learning Disabilities	No ED#	(EC)
Giftedness and the Gifted: What's It All About?	ED 321 481	(EC)
Guiding the Gifted Reader	ED 321 486	(EC)
Helping Adolescents Adjust to Giftedness	ED 321 494	(EC)
Helping Gifted Students with Stress Management	ED 321 493	(EC)
Helping Your Highly Gifted Child	ED 321 482	(EC)
Higher Education for Handicapped Students	No ED#	(EC)
HIV Prevention Education for Exceptional Youth: Why HIV Prevention Is Important	ED 340 151	(EC)
How a Parent Group Can Effect Legislation for the Gifted and Talented	No ED#	(EC)
Identification of the Gifted and Talented	ED 262 523	(EC)
IEP Review, The	No ED#	(EC)
Imperative for Educational Reform: Implications for Special Education	ED 262 504	(EC)
Individualized Education Program	No ED#	(EC)
Integrating Students with Severe Disabilities	ED 321 501	(EC)
Interactive Video for Special Education	ED 287 260	(EC)
Juvenile Corrections and the Exceptional Student	ED 340 153	(EC)
Leadership Skills Among the Gifted and Talented	ED 262 511	(EC)
Learning Disabilities	ED 291 204	(EC)
Learning Related Visual Problems	ED 309 582	(EC)
Least Restrictive Environment	No ED#	(EC)
Leisure Education	No ED#	(EC)
Lesson Structure: Research to Practice	ED 291 206	(EC)
Life Skills Mastery for Students with Special Needs	ED 321 502	(EC)
Mainstreaming	No ED#	(EC)
Managing Inappropriate Behavior in the Classroom	No ED#	(EC)
Meeting the Needs of Able Learners through Flexible Pacing	ED 314 916	(EC)
Meeting the Needs of Needs of Gifted and Talented Minority Language Students	ED 321 485	(EC)
Mental Retardation	ED 287 258	(EC)
Mentor Relationships and Gifted Learners	ED 321 491	(EC)

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ERIC Digests (by Clearinghouse)

	ED Number	(CH)
Mentorships for the Gifted and Talented	ED 262 512	(EC)
Minibibliography of Readings for Parents and Teachers of Gifted Children, A	No ED#	(EC)
Minibibliography of Readings for Parents and Teachers of Learning Disabled Children	No ED#	(EC)
Minibibliography on Computers: Special Education Management, A	No ED#	(EC)
Minibibliography on the Role of the Computer and the IEP, A	No ED#	(EC)
Multicultural Education and the Exceptional Child	No ED#	(EC)
Multicultural Education for Exceptional Children	ED 333 620	(EC)
Nondiscriminatory Evaluation	No ED#	(EC)
Nurturing Giftedness in Young Children	ED 321 492	(EC)
On Being a Surrogate Parent	No ED#	(EC)
Parents of Gifted Children	ED 262 527	(EC)
Parents' Rights and Responsibilities	ED 262 499	(EC)
Peer and Cross Age Teaching in Mainstream Classes	No ED#	(EC)
Personal Computers Help Gifted Students Work Smart	ED 321 488	(EC)
Personnel Development in Special Education: Quantity Versus Quality	ED 262 515	(EC)
Postsecondary Options for Learning Disabled Students	No ED#	(EC)
Preparing Children with Disabilities for School	ED 340 147	(EC)
Preparing Severely Handicapped Individuals for the World of Work	No ED#	(EC)
Preschool Gifted and Talented Child, The	ED 262 524	(EC)
Preschool Services for Children with Handicaps	ED 295 394	(EC)
Privacy and Confidentiality	No ED#	(EC)
Procedural Safeguards	No ED#	(EC)
Professional Training for Teachers of the Gifted and Talented	ED 262 525	(EC)
Professional Training Programs in Gifted Education	No ED#	(EC)
Professional Training Programs in Special Education, Region I	No ED#	(EC)
Professional Training Programs in Special Education, Region II	No ED#	(EC)
Professional Training Programs in Special Education, Region III	No ED#	(EC)
Professional Training Programs in Special Education, Region IV	No ED#	(EC)
Professional Training Programs in Special Education, Region V	No ED#	(EC)
Professional Training Programs in Special Education, Region VI	No ED#	(EC)
Professional Training Programs in Special Education, Region VII	No ED#	(EC)
Professional Training Programs in Special Education, Region VIII	No ED#	(EC)
Professional Training Programs in Special Education, Region IX	No ED#	(EC)
Professional Training Programs in Special Education, Region X	No ED#	(EC)
Reaching Handicapped Children in Their Early Years	No ED#	(EC)
Reading for the Gifted	ED 262 513	(EC)
Readings and Resources for Parents and Teachers of Gifted Children	ED 321 500	(EC)
Relationship of the IEP to Grading and Graduation Requirements	No ED#	(EC)
Responsibilities of Regular Classroom Teachers for Handicapped Students	No ED#	(EC)
Rights and Responsibilities of Parents of Children with Handicaps	ED 318 176	(EC)
Rights of the Handicapped	No ED#	(EC)
Selecting Software for Special Education Instruction	ED 287 259	(EC)
Self Identity and the Culturally Diverse Child	No ED#	(EC)
Serving the LD Student in a Vocational Education Classroom	ED 262 501	(EC)
Severe Disabilities	No ED#	(EC)
Severely Handicapped	No ED#	(EC)
Sex Education for Retarded Students	No ED#	(EC)
Special Education Dropouts	ED 295 395	(EC)
Special Education Job Market, The	No ED#	(EC)
Special Problems of Handicapped Minority Student	No ED#	(EC)
Stress Management for the Learning Disabled	ED 295 396	(EC)
Students with Physical Disabilities and Health Impairment	ED 314 915	(EC)
Students with Specialized Health Care Needs	ED 309 590	(EC)
Substance Exposed Infants and Children	ED 340 149	(EC)
Suicide and the Exceptional Child	ED 340 152	(EC)
Supporting Gifted Education Through Advocacy	ED 321 499	(EC)
Teaching Children with Attention Deficit Disorder	ED 313 868	(EC)
Technology for the Gifted and Talented	ED 262 514	(EC)
Underachieving Gifted Students (1985)	ED 262 526	(EC)
Underachieving Gifted Students (1990)	ED 321 483	(EC)

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	ED Number	(CH)
Using Personal Computers to Acquire Special Education Information	ED 314 914	(EC)
Using Your Microcomputer to Acquire Special Education Information	ED 262 503	(EC)
Visual Impairments	ED 349 774	(EC)
Visually Impaired Students in the Mainstream	No ED#	(EC)
Volunteers in Special Education	No ED#	(EC)
What is a Handicapped Child?	No ED#	(EC)
What is Down Syndrome?	ED 262 505	(EC)
What is Dyslexia?	ED 262 500	(EC)
Who Needs a Surrogate Parent?	No ED#	(EC)

FL

Academic Achievement in a Second Language	ED 329 130	(FL)
Academic Alliances in Foreign Languages and Literatures	ED 289 365	(FL)
Access to Literacy Education for Language Minority Adults	ED 350 886	(FL)
ACTFL Speaking Proficiency Guidelines	ED 347 852	(FL)
African-American Students and Foreign Language Learning	ED 345 583	(FL)
Approaches to Foreign Language Syllabus Design	ED 295 460	(FL)
Assessing Language Proficiency for Credit in Higher Education	ED 321 588	(FL)
Assessing the Literacy Needs of Adult Learners of ESL	ED 334 871	(FL)
Children's Writing in ESL	ED 303 046	(FL)
Closed Captioned Television for Adult LEP Literacy Learners	ED 321 623	(FL)
Cooperative Learning for Students from Diverse Language Backgrounds	ED 347 853	(FL)
Cooperative Learning with Limited-English-Proficient Students	ED 287 314	(FL)
Creative Activities for Teaching English as a Foreign Language	ED 333 713	(FL)
Cultural Considerations in Adult Literacy Education	ED 334 866	(FL)
Developing Native Language Literacy in Language Minority Adult Learners	No ED#	(FL)
Developing Tomorrow's Teachers of World Languages	ED 350 880	(FL)
Dialect Differences and Testing	ED 323 813	(FL)
Dialogue Journal Writing with Limited-English-Proficient (LEP) Students	ED 281 366	(FL)
Different Types of ESL Programs	ED 289 360	(FL)
Eight Approaches to Language Teaching	ED 277 280	(FL)
Elementary School Foreign Language Programs	ED 309 652	(FL)
English Language Literacy and Other Requirements of the Amnesty Program	ED 321 616	(FL)
English Plus	ED 350 884	(FL)
ESL in Special Education	ED 303 044	(FL)
ESL Literacy for a Linguistic Minority: The Deaf Experience	FL 800 611	(FL)
ESL Program Administration in Higher Education	ED 303 045	(FL)
ESL Teacher Certification	ED 276 306	(FL)
ESL Teacher Education	ED 289 361	(FL)
ESL Through Content-Area Instruction	ED 296 572	(FL)
Ethnography and Adult Workplace Literacy Program Design	ED 334 867	(FL)
Exploratory Foreign Language Courses in the Middle or Junior High School	ED 276 301	(FL)
Family and Intergenerational Literacy in Multilingual Families	ED 321 624	(FL)
Foreign Language and International Studies High Schools	ED 276 307	(FL)
Foreign Language Careers: Translation. Q & A	ED 232 484	(FL)
Foreign Language Immersion Programs—ERIC Q&A	ED 293 304	(FL)
Foreign Language Learning: An Early Start	ED 328 083	(FL)
Foreign Language Learning and Children: The Parental Role	ED 289 366	(FL)
Foreign Language Organizations	No ED#	(FL)
Foreign Language Program Articulation: Building Bridges from Elementary to Secondary School	ED 301 069	(FL)
Foreign Language Program Articulation from High School to the University	ED 321 586	(FL)
Foreign Language Requirement? Why Not American Sign Language?	ED 309 651	(FL)
Foreign Language Teacher Certification	ED 276 302	(FL)
Foreign Language Teacher Education—1987 Update	ED 289 362	(FL)
Foreign Languages and Distance Education: The Next Best Thing to Being There	ED 327 066	(FL)

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	ED Number	(CH)
Foreign Languages and International Business	ED 347 851	(FL)
Freirean Approach to Adult Literacy Education, The	ED 321 615	(FL)
How Foreign Language Study Can Enhance Career Possibilities	ED 289 363	(FL)
Implementing Middle School Foreign Language Programs	ED 333 714	(FL)
Incorporating Dialect Study into the Language Arts Class	ED 318 231	(FL)
Instructional Conversations	ED 347 850	(FL)
International Literacy Year	ED 321 620	(FL)
Language Aptitude Reconsidered	ED 318 226	(FL)
Language Experience Approach and Adult Learners, The	ED 350 887	(FL)
Language Policy and Planning	ED 303 051	(FL)
Learner Assessment in Adult ESL Literacy	FL 800 613	(FL)
Learner-Centered Worker Education Program, A	ED 334 872	(FL)
Limited-English-Proficient Students in the Schools: Helping the Newcomer	ED 279 206	(FL)
Listening to Students' Voices: Educational Materials Written by and for LEP Adult Learners	ED 317 096	(FL)
Literacy Education for Adult Migrant Farmworkers (September 1991)	ED 334 873	(FL)
Local Advocacy for Second Language Education: A Case Study in New Mexico	ED 327 067	(FL)
Maintaining Foreign Language Skills	ED 296 573	(FL)
Measuring the Nation's Literacy: Important Considerations	ED 334 870	(FL)
Myths and Misconceptions About Second Language Learning	ED 350 885	(FL)
Need for Foreign Language Competence in the United States, The	ED 276 304	(FL)
Older Language Learner, The	ED 287 313	(FL)
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List. 1992 Update	ED 343 410	(FL)
Opportunities Abroad for Teaching English as a Foreign Language: A Resource List (1990)	ED 321 587	(FL)
Parent Involvement and the Education of Limited-English-Proficient Students	ED 279 205	(FL)
Personal Benefits of Foreign Language Study	ED 276 305	(FL)
Planning Middle School Foreign Language Programs	ED 324 972	(FL)
Proficiency Testing in the Less Commonly Taught Languages	ED 304 024	(FL)
Public Relations for Foreign Languages, Q&A	ED 232 482	(FL)
Recruiting and Retaining Language Minority Students in Adult Literacy Programs	ED 321 621	(FL)
Referring Language Minority Students to Special Education	ED 329 131	(FL)
Role of Culture in Foreign Language Education, The	ED 276 298	(FL)
Role of Libraries in Providing Services to Adults Learning English	ED 334 868	(FL)
Role of Styles and Strategies in Second Language Learning, The	ED 317 087	(FL)
Second Language Classroom Research	ED 321 550	(FL)
Sheltered English Instruction	ED 301 070	(FL)
Simulated Oral Proficiency Interviews	ED 317 036	(FL)
Spanish for U.S. Hispanic Bilinguals in Higher Education	ED 350 881	(FL)
Staff Development for ABE and ESL Teachers and Volunteers	FL 800 612	(FL)
Supervision of Second and Foreign Language Teachers, The	ED 324 971	(FL)
Talking Adult ESL Students into Writing: Building on Oral Fluency to Promote Literacy	ED 321 622	(FL)
Task-Based Activities: Making the Language Laboratory Interactive	ED 343 407	(FL)
Teaching ASL as a Second Language	ED 343 408	(FL)
Teaching Foreign Languages with Realia and Other Authentic Materials	ED 289 367	(FL)
Teaching Mathematics to Limited English Proficient Students	ED 317 086	(FL)
Teaching Reading in a Foreign Language	ED 305 829	(FL)
Technology and Second Language Learning	ED 350 883	(FL)
Telecommunications in Foreign Language Education: A Resource List	ED 317 039	(FL)
Testing Speaking Proficiency: The Oral Interview	ED 276 299	(FL)
Translating and Interpreting Programs: A Scottish Example	ED 347 854	(FL)
Translation Profession, The	ED 345 540	(FL)
Two-Way Language Development Programs	ED 321 589	(FL)
Upgrading the Target Language Proficiency Levels of Foreign Language Teachers	ED 328 082	(FL)
Uses of Baby Talk, The	ED 318 230	(FL)
Using Computers with Adult ESL Literacy Learners	ED 343 462	(FL)
Using Newspapers in the ESL in the Literacy Classroom	ED 321 619	(FL)
Vernacular Dialects in U.S. Schools	ED 289 364	(FL)
Vocational English-as-a-Second-Language Programs	ED 321 551	(FL)
What Is Linguistics?	ED 278 255	(FL)

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	ED Number	(CH)
What Is Linguistics? [Revised]	ED 350 882	(FL)
Working with Limited-English-Proficient Students in the Regular Classroom	ED 289 368	(FL)
Workplace Literacy Programs for Nonnative English Speakers	ED 334 874	(FL)

HE

Academic Advising for Student Success: A System of Shared Responsibility	ED 340 274	(HE)
Academic Program Reviews	ED 284 522	(HE)
Active Learning: Creating Excitement in the Classroom	ED 340 272	(HE)
Affirmative Rhetoric, Negative Action; African-American and Hispanic Faculty at Predominantly White Institutions	ED 317 100	(HE)
Blue Ribbon Commissions and Higher Education	ED 284 528	(HE)
Budgeting for Higher Education at the State Level: Enigma, Paradox, and Ritual	ED 332 562	(HE)
Campus Green: Fund Raising in Higher Education, The	ED 321 705	(HE)
Challenge of Diversity: Involvement or Alienation in the Academy?	ED 317 145	(HE)
College Alcohol and Drug Abuse Prevention Programs: An Update	ED 347 960	(HE)
College Alcohol Programs	ED 308 802	(HE)
College Choice: Understanding Student Enrollment Behavior	ED 333 854	(HE)
College Learning Improvement Programs	ED 284 512	(HE)
College Search Committees	ED 284 511	(HE)
College Student Assessment	No ED#	(HE)
College, the Constitution, and the Consumer Student, The	ED 284 524	(HE)
Cooperative Learning: Increasing College Faculty Instructional Productivity	ED 347 871	(HE)
Corporate Education	ED 301 142	(HE)
Critical Need for College Student Personnel Services, A	ED 284 519	(HE)
Emeritus Professor: Old Rank—New Meaning, The	ED 321 724	(HE)
Enhancing a College's Fund-Raising Ability	ED 308 799	(HE)
Faculty Collaboration: Enhancing the Quality of Scholarship and Teaching	ED 347 958	(HE)
Faculty Consulting and Supplemental Income	ED 284 521	(HE)
Faculty Evaluation: Its Purposes and Effectiveness	ED 308 800	(HE)
Faculty Freedoms and Institutional Accountability: Interactions and Conflicts	ED 284 517	(HE)
Faculty Participation in Decision Making	ED 284 520	(HE)
Flexibility in Academic Staffing	ED 284 523	(HE)
Helping Minority Students Graduate from College—A Comprehensive Approach	ED 308 795	(HE)
High Risk Students and Higher Education: Future Trends	ED 325 033	(HE)
High School-College Partnerships, Conceptual Models, Programs and Issues	ED 347 956	(HE)
Leadership Compass Values and Ethics in Higher Education	ED 350 970	(HE)
Leadership in Higher Education	ED 301 144	(HE)
Learning Styles	ED 301 143	(HE)
Making Sense of Administrative Leadership; The "L" Word in Higher Education	ED 317 099	(HE)
Master's Degree, The	ED 301 140	(HE)
Meeting the Mandate: Renewing the College and Departmental Curriculum	ED 347 957	(HE)
Old College Try, The; Balancing Academics and Athletics in Higher Education	ED 317 102	(HE)
Part-Time Faculty: Higher Education at a Crossroads	ED 284 513	(HE)
Paying for College: Savings Plan vs. Prepayment	ED 308 797	(HE)
Post-Tenure Faculty Evaluation	ED 284 529	(HE)
Postsecondary Developmental Programs; A Traditional Agenda with New Imperatives	ED 317 101	(HE)
Preparing for a Global Community	ED 350 971	(HE)
Professional Education	ED 284 527	(HE)
Proprietary Schools: Programs, Policies and Prospects	ED 331 338	(HE)
Public Image and the University	ED 301 145	(HE)
Public Service in Higher Education: Practices and Priorities	ED 284 515	(HE)
Pursuing Diversity: Recruiting College Minority Students	ED 333 856	(HE)
Quality—Transforming Postsecondary Education	ED 350 972	(HE)
Realizing Gender Equality in Higher Education: The Need to Integrate Work/Family Issues	ED 340 273	(HE)
Reducing Stress Among Students	ED 284 526	(HE)

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Renewing Civic Capacity Preparing College Students for Service and Citizenship	ED 321 704	(HE)
Retirement Programs for Faculty	ED 301 141	(HE)
Selecting College and University Personnel	ED 301 139	(HE)
Self-Study in Higher Education: the Path to Excellence	ED 284 510	(HE)
Sex Discrimination Law in Higher Education: The Lessons of the Past Decade	ED 284 516	(HE)
Social Consciousness and Career Awareness: Emerging Link in Higher Education	ED 334 959	(HE)
Strategic Planning (1988)	No ED#	(HE)
Strategic Planning (1989)	ED 321 774	(HE)
Strategies and Consequences: Managing the Costs in Higher Education	ED 347 959	(HE)
Student as Commuter: Developing a Comprehensive Institutional Response, The	ED 319 297	(HE)
Student Financial Aid and Women	ED 284 525	(HE)
Student Goals for Colleges and Courses: A Missing Link in Assessing and Improving Academic Achievement	ED 317 146	(HE)
Student Stress: Effects and Solutions	ED 284 514	(HE)
Students in Urban Settings—Achieving the Baccalaureate Degree	ED 284 518	(HE)
Volunteer Work by Undergraduates	ED 308 801	(HE)
Working with Trustees	ED 301 138	(HE)

IR

Access Points to ERIC: An Update (EDO-IR-88-10/12)	ED 310 780	(IR)
Access Points to ERIC: Update 1992	IR 054 248	(IR)
Access Points to ERIC: An Update. Part I (EDO-IR-88-10)	No ED#	(IR)
Accessing ERIC with Your Microcomputer (July 1984)	ED 254 209	(IR)
Accessing ERIC with Your Microcomputer (April 1986)	ED 270 100	(IR)
Accessing ERIC With Your Microcomputer: Update (December 1988)	ED 306 944	(IR)
Administrative Issues in Planning a Library End User Searching Program	ED 278 416	(IR)
Automation for the School Library Media Center	ED 327 217	(IR)
Building Databases for Education	ED 270 107	(IR)
CD-ROM for Educators	ED 290 463	(IR)
Changing Roles of the Media Specialist	ED 284 532	(IR)
Competency-Based Education for Media Professionals	ED 232 707	(IR)
Computer Equity	No ED#	(IR)
Computer Literacy for Teachers	ED 254 210	(IR)
Computer Software: Copyright and Licensing Considerations for Schools and Libraries	ED 308 856	(IR)
Computer Uses In Secondary Science Education	ED 331 489	(IR)
Computer-Assisted Instruction: Authoring Languages	ED 281 504	(IR)
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Educational Technology and Distance Education	ED 232 617	(IR)
Electronic Networking	ED 278 417	(IR)
Electronic Networks	ED 254 211	(IR)
Enhancing Learning in At-Risk Students: Applications of Video Technology	ED 318 464	(IR)
ERIC for Practitioners	ED 270 101	(IR)
ERIC on CD-ROM: Update (May 1988)	ED 300 031	(IR)
ERIC on CD-ROM: Update 1990 (December 1990)	ED 330 372	(IR)
Excellence Through Educational Technology: Some Prior Considerations	ED 254 212	(IR)
Fax for Library Services	ED 341 407	(IR)
Field of Educational Technology, The	ED 232 616	(IR)
Hypertext: Behind the Hype	ED 308 882	(IR)
Impact of Microcomputer-Based Instruction on Teaching and Learning: A Review of Recent Research	ED 315 063	(IR)
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Information Technology and the Informed Citizen: New Challenges for Government and Libraries	ED 331 528	(IR)
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Interactive Multimedia Computer Systems	ED 340 388	(IR)
Interactive Videodisc: An Emerging Technology for Educators	ED 315 064	(IR)
Internet Basics	ED 348 054	(IR)
Libraries for the National Education Goals	ED 345 753	(IR)
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Microcomputer Courseware Evaluation Sources	ED 270 102	(IR)
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Myths and Realities about ERIC	ED 345 756	(IR)
National Research and Education Network (NREN): Promise of a New Information Environment	ED 327 219	(IR)
National Research and Education Network (NREN): Update 1991, The	ED 340 390	(IR)
Networking: K-12	No ED#	(IR)
Networking and Microcomputers	ED 253 256	(IR)
New Access Points to ERIC: An Update, Part II, CD-ROM and Other New Access Points	No ED#	(IR)
New Access Points to ERIC: An Update, Part III, ERIC/IR Special Projects	No ED#	(IR)
New Access Points to ERIC: CD-ROM Versions	ED 283 533	(IR)
Novice User and CD-ROM Database Services, The	ED 300 032	(IR)
Online Information Services for Secondary School Students: A Current Assessment	ED 303 175	(IR)
Optical Disk Formats: A Briefing	ED 303 176	(IR)
Plugging in to Computer Bulletin Boards	ED 278 381	(IR)
Postmodern Educational Technology	ED 348 042	(IR)
Practical Guide to Preservation in School and Public Libraries, The	ED 335 059	(IR)
Psychological Dimensions of User-Computer Interfaces	ED 337 203	(IR)
Reappraisal of Instructional Television, A	ED 294 569	(IR)
Review of Reviews of Research on Computer Assisted Instruction, A	ED 288 496	(IR)
Role of Libraries in Literacy Education, The	ED 330 373	(IR)
Selecting Microcomputer Courseware	ED 315 062	(IR)
Software Copyright Interpretation	ED 261 649	(IR)
Software Evaluation for Microcomputer Programs	No ED#	(IR)
Strategies for Teaching at a Distance	ED 351 008	(IR)
Technology and Equity	ED 339 400	(IR)
Technology Options for Libraries	ED 303 177	(IR)
Teleconferencing in Education	ED 254 214	(IR)
Trends and Issues in Educational Technology: 1989	ED 320 569	(IR)
Trends & Issues in Library and Information Science, 1990	ED 340 389	(IR)
Trends in Educational Technology: 1989	ED 308 858	(IR)
Trends in Educational Technology, 1991	ED 343 617	(IR)
Trends in Library and Information Science: 1989	ED 308 884	(IR)
Use of Local Area Networks in Schools	ED 316 249	(IR)
Videodiscs in Education	ED 270 103	(IR)
Videotapes: Copyright and Licensing Considerations for Schools and Libraries	ED 308 855	(IR)
Videotex 1983: An ERIC Fact Sheet	ED 232 618	(IR)
Videotex 1985: Educational Applications	ED 270 104	(IR)
What is an Expert System?	ED 335 058	(IR)
Whole Language in an Elementary School Library Media Center	ED 346 874	(IR)
Wired Campus, The	ED 304 112	(IR)

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Alternative Scheduling	ED 296 766	(JC)
American Indians in Higher Education; The Community College Experience	ED 351 047	(JC)
Approaches to Staff Development for Part-Time Faculty	ED 270 180	(JC)
Are Communications Technologies in Education a Threat to Faculty?	ED 269 114	(JC)
Are New Models of Student Development Needed?	ED 321 791	(JC)
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Assessing the Employment Experiences of Community College Vocational Program Graduates	ED 271 162	(JC)
Assessing the Student Attrition Problem	ED 287 522	(JC)
Assessment of Educational Outcomes	ED 321 834	(JC)
Assessment of Entering Students	JC 930 024	(JC)
Bolstering the Community College Transfer Function	ED 276 492	(JC)
Commitment to Transfer	ED 310 832	(JC)
Community College Faculty and the Transfer Function: A Critical Analysis	ED 261 755	(JC)
Community College Foundations	ED 304 170	(JC)
Community College Honors Programs	JC 930 025	(JC)
Community College Professor: Teacher and Scholar, The	ED 272 248	(JC)
Community College Role in Achieving Adult Literacy, The	ED 333 951	(JC)
Community College Students in the Fine and Performing Arts	ED 292 485	(JC)
Community Colleges: How to Develop a Positive Liaison with State Lawmakers	ED 269 117	(JC)
Community Needs Assessment Surveys	ED 200 299	(JC)
Controversies Surrounding Developmental Education in the Community College	ED 286 557	(JC)
Correctional Education and the Community College	ED 321 835	(JC)
Counting the Reverse Transfer Students	ED 261 757	(JC)
Critical Thinking in Community Colleges	ED 348 128	(JC)
Current Status of the Associate Degree	ED 261 758	(JC)
Descriptive Analysis of the Community College Liberal Arts Curriculum	ED 285 609	(JC)
Educational Accountability	ED 286 551	(JC)
Enrollment Management	ED 286 558	(JC)
First-Generation College Students	ED 351 079	(JC)
General Education and the Community College	ED 304 196	(JC)
High School-Community College Collaboration	ED 286 559	(JC)
Improving Academic Advising at the Community College	ED 320 647	(JC)
Improving Student Retention in Community Colleges	ED 276 493	(JC)
In the Shadow of Baccalaureate Institutions	ED 348 129	(JC)
Incorporating Humanities Instruction in Vocational Programs	JC 930 023	(JC)
Institutional Distinctiveness: The Next Item on the Community College Agenda	ED 304 197	(JC)
Instructional Role of the Two-Year College Learning Resources Center, The	ED 304 195	(JC)
Internationalizing the Community College: Examples of Success	ED 321 833	(JC)
Job Satisfaction Among Community College Faculty	ED 296 765	(JC)
Labeling Courses and Students	ED 273 337	(JC)
Learning Centers for the 1990's	ED 338 295	(JC)
Liberal Arts at the Community College	ED 351 091	(JC)
Measuring Student Outcomes Through the Associate Degree	ED 269 116	(JC)
Methods of Securing Alternative Funding for Community Colleges	ED 286 552	(JC)
Multidimensional Problem of Articulation and Transfer	ED 288 577	(JC)
Organizing Institutional Research in the Community College	ED 320 648	(JC)
Positioning Community Colleges Via Economic Development	ED 269 115	(JC)
Preparing Women and Minorities for Careers in Math and Science: The Role of Community Colleges	ED 333 943	(JC)
Program Review	ED 291 441	(JC)
Proposal Writing for Two-Year Colleges	JC 930 022	(JC)
Quality Circles in the Community College	JC 930 026	(JC)
Role of Scholarship in the Community College, The	ED 338 294	(JC)
Role of the Community College in Economic and Workforce Development, The	ED 339 443	(JC)
Searching ERIC by Computer	JC 930 027	(JC)

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State Directors	JC 930 029	(JC)
Status of the Transfer Function, The	ED 286 550	(JC)
Strengthening Transfer Opportunities in the Community College	ED 261 756	(JC)
Student Assessment - Humanities	ED 286 553	(JC)
Student Assessment - Literacy	ED 286 554	(JC)
Student Assessment - Mathematics	ED 287 523	(JC)
Student Assessment - Science	ED 286 555	(JC)
Student Assessment - Social Science	ED 286 556	(JC)
Student Tracking Systems in Community Colleges	ED 310 833	(JC)
Survival of Private Junior Colleges, The	ED 327 222	(JC)
Two-Year College Students: A Statistical Profile	ED 351 092	(JC)
Two-Year Colleges	JC 930 028	(JC)
What Statistical Information is Available on Two-Year Colleges: A Summary of Research Findings	ED 261 759	(JC)
Writing Across the Curriculum Programs at Community Colleges	ED 333 952	(JC)
Writing Instruction in the Two-Year College	ED 272 258	(JC)

PS

Ability Grouping in Elementary Schools	ED 290 542	(PS)
Aggression and Cooperation: Helping Young Children Develop Constructive Strategies	ED 351 147	(PS)
Approaches to School-Age Child Care	ED 335 158	(PS)
Appropriate Public School Programs for Young Children	ED 321 890	(PS)
Assessing Preschoolers' Development	ED 232 760	(PS)
Beyond Transition: Ensuring Continuity in Early Childhood Services	ED 345 867	(PS)
Child Care Directors' Training and Qualifications	ED 301 363	(PS)
Child Care Resource and Referral Agencies	ED 338 444	(PS)
Child Sexual Abuse: What It Is and How to Prevent It	ED 321 843	(PS)
Children's Peer Relationships	ED 265 936	(PS)
Choosing Software for Children	ED 267 914	(PS)
Classroom Management	ED 232 759	(PS)
Cooperative Learning Strategies and Children	ED 306 003	(PS)
Cooperative Problem-Solving in the Classroom	ED 310 881	(PS)
Creativity in Young Children	ED 306 008	(PS)
Developing Homework Policies	ED 256 473	(PS)
Development of Social Competence in Children, The	ED 281 610	(PS)
Early Childhood Classrooms and Computers: Programs with Promise	ED 291 515	(PS)
Educating Language-Minority Children	ED 317 273	(PS)
Encouraging Young Children's Writing	ED 327 312	(PS)
Escalating Kindergarten Curriculum	ED 308 989	(PS)
Four-Year Olds and Public Schooling	ED 325 204	(PS)
Full-Day or Half-Day Kindergarten?	ED 256 474	(PS)
Grade Retention and Promotion	ED 267 899	(PS)
Guidelines for Family Television Viewing	ED 320 662	(PS)
Having Friends, Making Friends, and Keeping Friends: Relationships as Educational Contexts	ED 345 854	(PS)
Head Start Experience, The	ED 327 313	(PS)
Hothousing Young Children: Implications for Early Childhood Policy and Practice	ED 294 653	(PS)
How Can We Teach Critical Thinking?	ED 326 304	(PS)
How Children Develop Racial Awareness	ED 232 761	(PS)
Implementing an Anti-Bias Curriculum in Early Childhood Classrooms	ED 351 146	(PS)
Infant Child Care	ED 333 963	(PS)
Infant Day Care: The Critical Issues	ED 301 362	(PS)
Integrated Curriculum in the Middle School	ED 351 095	(PS)
Involving Parents in the Education of Their Children	ED 308 988	(PS)
Latchkey Children	ED 290 575	(PS)
Latchkey Children and School-Age Child Care	ED 301 360	(PS)

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Library Latchkey Children	ED 343 687	(PS)
Measuring Kindergartners' Social Competence	ED 327 314	(PS)
Microcomputers and Young Children	ED 327 295	(PS)
Mixed-Age Groups in Early Childhood Education	ED 308 990	(PS)
Montessori Programs in Public Schools	ED 348 165	(PS)
Nature of Children's Play, The	ED 307 967	(PS)
Nongraded and Mixed-Age Grouping in Early Childhood Programs	ED 351 148	(PS)
On Standardized Testing	ED 338 445	(PS)
Only Child, The	ED 256 475	(PS)
Parent Education and Support Programs	ED 320 661	(PS)
Parents and Schools	ED 269 137	(PS)
Planning for Parent Participation in Schools for Young Children	ED 342 463	(PS)
Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children, The	ED 351 150	(PS)
Positive Discipline	ED 327 271	(PS)
Praise in the Classroom	ED 313 108	(PS)
Protecting Children from Inappropriate Practices	ED 326 305	(PS)
Quality or Affordability: Trade-Offs for Early Childhood Programs?	ED 296 809	(PS)
Readiness: Children and Schools	ED 330 495	(PS)
Readiness for Kindergarten	ED 291 514	(PS)
Role of Motivation in the Elementary School	ED 232 758	(PS)
Role of Parents in the Development of Peer Group Competence	ED 346 992	(PS)
Screening for School Entry	ED 281 607	(PS)
Shifting Kindergarten Curriculum, The	ED 293 630	(PS)
Shy Child, The	ED 295 741	(PS)
Staff "Burnout" in Child Care Settings	ED 327 296	(PS)
Teacher-Parent Partnerships	ED 351 149	(PS)
Teaching Early Childhood Educators and Other Adults How to Use Computers	ED 265 935	(PS)
Teaching with a Multicultural Perspective	ED 339 548	(PS)
Training Day Care Providers	ED 281 608	(PS)
Understanding and Facilitating Preschool Children's Peer Acceptance	ED 345 866	(PS)
What Should Young Children Be Learning?	ED 290 554	(PS)
What's Happening to American Families?	ED 330 496	(PS)
Working with Working Families	ED 326 324	(PS)
Young Children's Oral Language Development	ED 301 361	(PS)

RC

Achievement Trends for Rural Students	No ED#	(RC)
Adult Literacy Programs in Rural Areas	ED 321 966	(RC)
Advantages of Small Schools, The	ED 265 988	(RC)
Alternative Funding Sources for Migrant Education	ED 260 872	(RC)
American Indian/Alaskan Native Learning Styles: Research and Practice:	ED 335 175	(RC)
American Indian Children's Literature: An Update	ED 259 871	(RC)
American Indian Education: A Quick Look at ERIC	No ED#	(RC)
American Indians and Alaska Natives in Higher Education: Research on Participation and Graduation	ED 348 197	(RC)
Approaching Evaluation in Small Schools	ED 296 816	(RC)
Best of Both Worlds: Utilizing the School and the Home for Early Childhood Education in Rural Areas	No ED#	(RC)
Bilingual Special Education is Appropriate for Mexican American Children with Mildly Handicapping Conditions	ED 293 679	(RC)
Bilingualism and the Academic Performance of Mexican American Children: The Evolving Debate	ED 321 963	(RC)
Brief History of Bilingual Education in Spanish, A,	ED 308 055	(RC)
Building Academically Strong Gifted Programs in Rural Schools	ED 308 060	(RC)
Capital Outlay: A Critical Concern in Rural Education	ED 319 583	(RC)
Career Education Counseling for Migrant Students	ED 273 397	(RC)
Case Method of Teacher Education: Alaskan Models, The	ED 321 965	(RC)
Changes in American Indian Education: A Historical Retrospective for Educators in the U.S.	ED 314 228	(RC)
Changing Schools through Experiential Education	ED 345 929	(RC)

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Charting New Maps: Multicultural Education in Rural Schools	ED 348 196	(RC)
Chicanos and Politics	No ED#	(RC)
Classroom Strategies for Teaching Migrant Children About Child Abuse	ED 293 681	(RC)
Current Condition of Native Americans, The	ED 348 202	(RC)
Demographic Trends of the Mexican-American Population: Implications for Schools	ED 321 961	(RC)
Directory of Organizations and Programs in Mexican American Education, A	ED 280 648	(RC)
Directory of Organizations and Programs in Migrant Education, A	ED 279 483	(RC)
Directory of Organizations and Programs in Rural Education, A	ED 273 423	(RC)
Economic Support for Education in Rural School Districts	ED 308 059	(RC)
Educational Testing for Migrant Students	ED 287 654	(RC)
Efficient Financial Management in Rural Schools: Common Problems and Solutions from the Field	ED 335 206	(RC)
Emerging Role of Tribal College Libraries in Indian Education, The	ED 348 199	(RC)
Energy Conservation in Small Schools	ED 261 818	(RC)
ERIC Information Resources on Outdoor Education and the Handicapped	No ED#	(RC)
ERIC: Outdoor Education Resources	No ED#	(RC)
Establishing an Outdoor Education Organization	ED 286 701	(RC)
Establishing Partnerships Between the Business Community and Rural Schools	ED 287 650	(RC)
Excellence in Rural Education: "A Nation at Risk" Revisited	ED 261 819	(RC)
Experiential Learning of Mathematics: Using Manipulatives	ED 321 967	(RC)
Exploring Alternatives to Consolidation	ED 296 817	(RC)
Facilitating Certification and Professional Development for Small Schools	ED 260 884	(RC)
Family Lives and Parental Involvement in Migrant Students' Education	ED 335 174	(RC)
Fighting Alcohol and Substance Abuse Among American Indian and Alaskan Native Youth	ED 335 207	(RC)
Finding and Keeping Teachers: Strategies for Small Schools	ED 259 875	(RC)
Funding Rural, Small Schools: Strategies at the Statehouse	ED 335 205	(RC)
Hispanic and Anglo Students' Misconceptions in Mathematics	ED 313 192	(RC)
Hispanic Culture and Literature: An Overview	ED 288 667	(RC)
Hispanics in Math and Science: Attracting Student Teachers and Retraining Experienced Teachers	ED 260 870	(RC)
Identifying Gifted and Talented American Indian Students: An Overview	ED 296 810	(RC)
Impact of Rural Industries on the Outcomes of Schooling in Rural America	ED 308 058	(RC)
Improving the Science and Mathematics Achievement of Mexican American Students Through Culturally Relevant Science	ED 296 819	(RC)
Integrating Mexican-American History and Culture into the Social Studies Classroom	ED 348 200	(RC)
Interactive Distance Learning Technologies for Rural and Small Schools: A Resource Guide	ED 286 698	(RC)
Library Services for Mexican Americans: Problems and Solutions	No ED#	(RC)
Literacy Education for Adult Migrant Farmworkers (August 1992)	No ED#	(RC)
Making Education Work for Mexican-Americans: Promising Community Practices	ED 319 580	(RC)
Mexican American Special Education	ED 287 656	(RC)
Mexican Americans In Higher Education	No ED#	(RC)
Migrant Education: A Quick Look at ERIC	ED 259 872	(RC)
Migrant Parents Can Evaluate Education	No ED#	(RC)
Migrant Student Record Transfer System: What Is It and Who Uses It?	ED 286 700	(RC)
Migrant Students at the Secondary Level: Issues and Opportunities for Change	ED 296 814	(RC)
Migrant Students Who Leave School Early: Strategies for Retrieval	ED 335 179	(RC)
Motivating American Indian Students in Science and Math	ED 296 812	(RC)
Motivating American Indians into Graduate Studies	ED 286 703	(RC)
Motivating the Mexican American Student	ED 287 657	(RC)
Multi-Cultural Education and Mexican Americans	No ED#	(RC)
Nontraditional Education in Rural Districts	ED 308 054	(RC)
Out of the Fields and Into Computers	ED 259 873	(RC)
Outdoor Centers and Camps: A "Natural" Location for Youth Leadership Development	ED 296 811	(RC)
Outdoor Education Activities for Elementary School Students	ED 260 873	(RC)
Outdoor Education for Behavior Disordered Students	ED 261 811	(RC)
Outdoor Education: A Directory of Organizations and Activities	No ED#	(RC)
Outdoor Education: Definition and Philosophy	ED 267 941	(RC)
Outdoor Programs for Gifted Children	No ED#	(RC)
Parent Involvement and Migrant Education	No ED#	(RC)
Parents' Role and Responsibilities in Indian Education	No ED#	(RC)
Planning a Class Camping Trip	ED 260 883	(RC)

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Planning Staff Development Programs for Rural Teachers	ED 260 874	(RC)
Preparing Rural Students for an Urban Environment	ED 296 818	(RC)
Preservice/Inservice Training Options for Rural School Personnel	ED 232 797	(RC)
Proficiency-Oriented Foreign Language in the Small High School	ED 308 061	(RC)
Public School Administration on Indian Reservations	ED 260 869	(RC)
Reading Achievement in Rural Areas	No ED#	(RC)
Reading Skills Development of Hispanic Students in American Public Schools: Some Specific Strategies	ED 286 705	(RC)
Recent Trends in Rural Poverty: A Summary for Educators	ED 335 180	(RC)
Relationship of State Departments of Education with Rural Schools	ED 232 796	(RC)
Rural—A Concept Beyond Definition?	ED 296 820	(RC)
Rural Options for Gifted Education	ED 284 716	(RC)
Rural Philosophy for Education: Wendell Berry's Tradition	ED 345 930	(RC)
Rural Student Achievement: Elements for Consideration	ED 289 658	(RC)
School Completion 2000: Dropout Rates and Their Implications for Meeting the National Goal	ED 335 177	(RC)
Shared Services for Rural and Small Schools	ED 259 874	(RC)
Small Catholic Elementary Schools: An Endangered Species?	ED 296 815	(RC)
Small School Principal and School-Community Relations, The	ED 232 798	(RC)
Small Schools: An International Overview	ED 317 332	(RC)
Special Education in Rural Areas: The Problems...and Some Solutions	No ED#	(RC)
Standardized Testing of American Indian Students	ED 296 813	(RC)
Successful Instructional Practices for Small Schools	ED 326 352	(RC)
Supporting Emergent Literacy Among Young American Indian Students	ED 319 581	(RC)
Teaching and Learning in the Multigrade Classroom: Student Performance and Instructional Routines	ED 335 178	(RC)
Teaching K-6 Science in Small Schools of a Financial Shoestring	ED 287 641	(RC)
Teaching the Abused Migrant Child; What's a Teacher to Do	ED 293 680	(RC)
Thinking in Outdoor Inquiry	ED 348 198	(RC)
Touching the Past, Enroute to the Future: Cultural Journalism in the Curriculum of Rural Schools	ED 308 057	(RC)
Trends and Options in the Reorganization or Closure of Small or Rural Schools and Districts	ED 321 964	(RC)
Unbiased Teaching about American Indians and Alaska Natives in Elementary Schools	ED 321 968	(RC)
Undocumented Children in the Schools: Successful Strategies and Policies	ED 321 962	(RC)
Undocumented Children: An Ongoing Issue for the Public Education System	ED 260 871	(RC)
Use of the Spanish Language in the United States: Trends, Challenges, and Opportunities	ED 335 176	(RC)
Using Literature by American Indians and Alaska Natives in Secondary Schools	ED 348 201	(RC)
Using Technology to Improve the Curriculum of Small Rural Schools	ED 308 056	(RC)
Utilizing Available Resources at the Local Level	ED 286 702	(RC)
What are the Goals for School-Community Relations?	No ED#	(RC)
What Can I Become: Educational Aspirations of Students in Rural America	ED 345 931	(RC)
What Is the Effect of Small-Scale Schooling on Student Achievement?	ED 308 062	(RC)

SE

Accountability in Mathematics Education	ED 319 628	(SE)
Achievement in Mathematics Education (#1) (1984)	ED 260 890	(SE)
Achievement in Mathematics Education (Information Bulletin #2) (1984)	No ED#	(SE)
Achievement in Science, 1983	No ED#	(SE)
Attitude Research in Science Education	ED 259 941	(SE)
nitive Learning in the Environment: Elementary Students	ED 287 684	(SE)
itive Learning in the Environment: Secondary Students	ED 286 756	(SE)
municating the Next Message of Reform through the Professional Standards for Teaching Mathematics	ED 335 238	(SE)
Current Projects and Activities in K-12 Science Education Curriculum Development	ED 324 194	(SE)
Current Research in Environmental Education	ED 274 557	(SE)
Curriculum and Evaluation Standards for Mathematics Education	ED 319 630	(SE)
Curriculum Change in Secondary School Mathematics	No ED#	(SE)
Environmental Education for Adult Learners	ED 335 239	(SE)
Environmental Education for a Sustainable Future	ED 320 765	(SE)
Environmental Education Program Evaluation	No ED#	(SE)
Environmental Education that Makes a Difference-Knowledge to Behavior Changes	ED 320 761	(SE)

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Environmental Literacy	ED 351 201	(SE)
Females and Mathematics	No ED#	(SE)
Field Instruction in School Settings	ED 259 935	(SE)
Helping Low-Achieving Students in Mathematics	No ED#	(SE)
Impact of Educational Reform on Science Education, The	ED 320 764	(SE)
Instruction in Awareness of Environmental Issues	ED 259 940	(SE)
Interdisciplinary Environmental Education	No ED#	(SE)
Learning Activities for Environmental Education	No ED#	(SE)
Learning in The Environment	No ED#	(SE)
Learning of Mathematics, The	ED 265 050	(SE)
Linking Environmental Education with Environmental and Health Hazards in the Home	ED 320 760	(SE)
Locating the "E" in S/T/S	No ED#	(SE)
Marine and Aquatic Education	No ED#	(SE)
Mathematics Learning in the Elementary School	ED 294 719	(SE)
Mathematics Learning in the Secondary School	ED 297 935	(SE)
Mathematics Teacher Supply and Demand	No ED#	(SE)
Meeting National Goals for 2000 and Beyond in Mathematics Education	No ED#	(SE)
Meta-Analysis Research on Science Instruction	ED 259 939	(SE)
Microcomputers and Mathematics Instruction	No ED#	(SE)
Microcomputers and Science Teaching	No ED#	(SE)
Microcomputers in Educational Settings: Data for Searches	No ED#	(SE)
Microcomputers in the Science Classroom	ED 309 050	(SE)
Overview of Research: Computers in Mathematics Education K-12, An	ED 276 629	(SE)
Population Education	No ED#	(SE)
Problem of Problem Solving	No ED#	(SE)
Procedures To Increase the Entry of Women in Mathematics-Related Careers	ED 324 195	(SE)
Procedures to Increase the Entry of Women in Science-Related Careers	ED 321 977	(SE)
Promoting a Concern for the Environment	ED 351 206	(SE)
Recent Developments in College Level Environmental Studies Courses and Programs	ED 319 629	(SE)
Recent Developments in College Science Programs and Courses	ED 320 758	(SE)
Recent Research on Mathematics Instruction	ED 266 019	(SE)
Research in College Science Teaching: Cognitive Levels as Reasoning	ED 274 512	(SE)
Research Related to Instructional Materials for Science	ED 265 013	(SE)
Resources for Educational Materials Related to Environmental Education K-12	ED 321 976	(SE)
Resources for Educational Materials Related to Science Education K-12	ED 321 972	(SE)
Review of "Research Within Reach: Science Education", A	ED 259 938	(SE)
Review of the Literature on Blacks and Mathematics, A	ED 260 945	(SE)
Role of Calculus in College Mathematics, The	ED 321 970	(SE)
Role of Review in Mathematics Instruction	ED 260 891	(SE)
Role of the Laboratory in Science Teaching, The	No ED#	(SE)
S in "Back to the Basics" Stands for Science, The	No ED#	(SE)
Safety Hazards in Science Classrooms	ED 274 556	(SE)
Science Education: United States and Elsewhere School Students	ED 282 776	(SE)
Science-Technology Society in the Science Curriculum	ED 274 513	(SE)
Second IEA Science Study: Data Related to Precollege Science in the U.S.A., The	ED 309 048	(SE)
Secondary School Students' Comprehension of Science Concepts: Some Findings from Misconception Research	ED 286 757	(SE)
Selected Procedures for Improving the Science Curriculum	ED 325 303	(SE)
Simulation Activities for Environmental Education	No ED#	(SE)
Some Implications for Science Education from National Report	ED 259 937	(SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary and Secondary Environmental Education	ED 321 975	(SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Mathematics	ED 321 973	(SE)
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Mathematics	ED 321 974	(SE)
Sources of Information about Promising and Exemplary Programs and Materials for Elementary School Science	ED 320 762	(SE)

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	ED Number	(CH)
Sources of Information about Promising and Exemplary Programs and Materials for Secondary School Science	ED 320 763	(SE)
Sources of Information about Science Activities for Special Students	No ED#	(SE)
Sources of Information on Science Careers	No ED#	(SE)
State Education Agencies and Environmental Education	No ED#	(SE)
Students at Risk in Mathematics: Implications for Elementary Schools	ED 321 971	(SE)
Studying the Future Through Environmental Education	ED 259 936	(SE)
TBILISI + 10 International Congress: Background, The	ED 277 543	(SE)
Teaching About Hazardous Materials	ED 265 075	(SE)
Teaching Controversial Issues in the Science Classroom: Creationism vs. Evolution	No ED#	(SE)
Teaching Critical Thinking through Environmental Education	ED 324 193	(SE)
Teaching Desirable Environmental Ethics and Action Through School Activities	ED 324 192	(SE)
Teaching Environmental Education Using Out-of-School Settings and Mass Media	ED 320 759	(SE)
Teaching Problem Solving—Secondary School Science	ED 309 049	(SE)
Update on Microcomputers and Mathematics Instruction	No ED#	(SE)
Using Computers for Environmental Education	ED 260 907	(SE)
Using Manipulative Materials to Learn Mathematics	No ED#	(SE)

SO

Academic Freedom in the Public Schools	ED 253 458	(SO)
Achievement of Knowledge by High School Students in Core Subjects of the Social Studies	ED 329 486	(SO)
Active Learning	ED 253 468	(SO)
Aesthetics in Art Education: A Look Toward Implementation	ED 329 491	(SO)
African Social Studies Program: An Effort to Improve Curriculum and Instruction Across 17 African Nations, The	ED 291 665	(SO)
At Issue: Free Enterprise Education	ED 253 462	(SO)
Behind "A Nation at Risk": Papers on the National Commission on Excellence in Education	ED 253 460	(SO)
Children's Fiction as a Source for Social Studies Skill-Building	ED 285 797	(SO)
Civic Education in Schools	ED 301 531	(SO)
Commemorating the Bicentennial of the U.S. Constitution	ED 272 431	(SO)
Community Service and Civic Education	ED 309 135	(SO)
Community Study	ED 268 065	(SO)
Computer Databases: Applications for the Social Studies	ED 264 167	(SO)
Computers in Social Studies Classrooms	ED 296 950	(SO)
Connections Between Language Education and Civic Education	ED 348 318	(SO)
Controversial Issues: Concerns for Policymakers	ED 253 465	(SO)
Controversial Issues in the Classroom	ED 327 453	(SO)
Cooperative Learning in Social Studies Education: What Does the Research Say?	ED 264 162	(SO)
Core Ideas of CIVITAS: A Framework for Civic Education, The	ED 346 016	(SO)
Critical Thinking in the Social Studies	ED 272 432	(SO)
Economics in the Curriculum	ED 296 949	(SO)
Education on the U.S. Constitution	ED 285 801	(SO)
Finding What You Need in ERIC	ED 253 459	(SO)
Growing Role of Japan in International Politics and Economics, The	SO 022 516	(SO)
Heritage Education in the Social Studies	ED 300 336	(SO)
High School Government Textbooks	ED 301 532	(SO)
How to Plan and Implement Successful Social Studies Inservice Programs	ED 274 611	(SO)
Implementing Effective LRE Programs	ED 233 928	(SO)
Improvement in Geography Education	ED 264 164	(SO)
Improving the Use of Elementary Social Studies Textbooks	ED 274 582	(SO)
Improving Writing Skills Through Social Studies	ED 285 829	(SO)
Integrating Writing and Social Studies, K-6	ED 232 902	(SO)
Japan's Relations With Its Asian Neighbors	SO 022 641	(SO)
Japanese Education	SO 022 518	(SO)
Japanese-U.S. Economic Relations	SO 022 517	(SO)
Labor Studies in the Curriculum	ED 309 132	(SO)

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	ED Number	(CH)
Latin American Studies	ED 264 161	(SO)
Law-Related Education in Elementary and Secondary Schools	ED 296 948	(SO)
Leadership	ED 268 063	(SO)
Leadership in Civic Education	ED 351 270	(SO)
Library Censorship	ED 264 165	(SO)
Microcomputer Software and the Social Studies	ED 232 913	(SO)
National Security in the Curriculum	ED 307 222	(SO)
Nature of Economic Literacy	ED 284 823	(SO)
Nature of Geographic Literacy, The	ED 277 601	(SO)
Peace and Nuclear War	ED 264 163	(SO)
Post-Modernism, Art Educators, and Art Education	ED 348 328	(SO)
Remember Our Faces—Teaching About the Holocaust	ED 345 990	(SO)
Remember the Ladies—Women in the Curriculum	ED 319 652	(SO)
Resources for Teaching Art From a Multicultural Point of View	ED 350 250	(SO)
Saving Money on Printing and Reproduction	ED 233 924	(SO)
Science/Technology/Society in the Social Studies	ED 298 073	(SO)
Science-Related Social Issues: Challenges for the Social Studies	ED 253 467	(SO)
Sex Equity in Computer Education: Concerns for Social Studies	ED 253 466	(SO)
Social Studies and a "Nation at Risk", The	ED 253 464	(SO)
Social Studies and the Disabled Reader	ED 322 080	(SO)
Social Studies Curriculum Reform Reports	ED 322 021	(SO)
Social Studies for the 21st Century: Recommendations of the National Commission on Social Studies in the Schools	ED 329 484	(SO)
Social Studies Research: Theory Into Practice	ED 268 064	(SO)
Strengthening High School World Studies Courses	ED 264 166	(SO)
Student Achievement in Core Subjects of the School Curriculum	ED 332 930	(SO)
Teacher and Academic Freedom, The	ED 233 925	(SO)
Teaching About Africa	ED 278 602	(SO)
Teaching About Australia	ED 319 651	(SO)
Teaching About Canada	ED 291 666	(SO)
Teaching About China	ED 327 454	(SO)
Teaching About Controversial Issues	ED 253 461	(SO)
Teaching About Ethnic Diversity	ED 273 539	(SO)
Teaching About Global Issues	ED 233 926	(SO)
Teaching About India	ED 304 397	(SO)
Teaching About Inner Asia	ED 305 325	(SO)
Teaching About Japan	ED 282 796	(SO)
Teaching About Religion in the Social Studies	ED 298 072	(SO)
Teaching About the Built Environment	ED 322 022	(SO)
Teaching About the Constitutional Rights of Students	ED 348 320	(SO)
Teaching About the Pacific Rim	ED 296 913	(SO)
Teaching About the Soviet Union	ED 286 818	(SO)
Teaching About the Two Koreas	ED 339 672	(SO)
Teaching About the United States Constitution	ED 253 463	(SO)
Teaching About the Voyages of Columbus	ED 348 317	(SO)
Teaching About Western Europe	ED 322 023	(SO)
Teaching and Learning Economics	ED 304 396	(SO)
Teaching Art From a Global Perspective	ED 329 490	(SO)
Teaching Geography at School and Home	ED 335 284	(SO)
Teaching Geography in the Elementary School	ED 309 133	(SO)
Teaching History in the Elementary School	ED 293 784	(SO)
Teaching the 20th-Century History of the United States	ED 335 283	(SO)
Teaching the Bill of Rights	ED 298 076	(SO)
Teaching the Federalist Papers	ED 292 740	(SO)
Teaching the Law Using United States Supreme Court Cases	ED 339 673	(SO)
Teaching the Responsibilities of Citizenship	ED 332 929	(SO)
Trends in K-12 Social Studies	ED 351 278	(SO)

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Using Data Bases in Social Studies	ED 233 927	(SO)
World History in the Secondary School Curriculum	ED 309 134	(SO)
World War II in the Curriculum	ED 348 319	(SO)

SP

Accreditation	ED 273 608	(SP)
Adolescents and AIDS	ED 319 742	(SP)
Aerobic Dance and Exercise Program	No ED#	(SP)
Agony and Ecstasy of Writing, The: Tips for the Teacher-Author	No ED#	(SP)
AIDS: Are Children at Risk?	ED 279 643	(SP)
Alternative Career Paths in Physical Education: Fitness and Exercise	ED 351 320	(SP)
Alternative Certification for Teachers	ED 266 137	(SP)
Alternative Teacher Certification—An Update	ED 351 312	(SP)
Assessment for National Teacher Certification	ED 316 545	(SP)
Assessment Tools for Adapted and Regular Physical Education	ED 297 001	(SP)
Careers in Commercial and Private Recreation	ED 248 238	(SP)
Case for Physical Education, The	ED 248 240	(SP)
Childhood Obesity	ED 328 556	(SP)
Classroom Teacher as Teacher Educator	ED 335 297	(SP)
Coaching Certification	ED 310 112	(SP)
Competency Assessment in Teacher Education (August 1981)	No ED#	(SP)
Competency Assessment in Teacher Education (June 1984)	No ED#	(SP)
Components of Good Teacher Induction Programs	ED 269 407	(SP)
Comprehensive School Health Education	ED 351 335	(SP)
Considerations in Teaching Culturally Diverse Children	ED 341 648	(SP)
Contemporary Censorship	No ED#	(SP)
Critical Thinking Skills and Teacher Education	ED 297 003	(SP)
Current Developments in Teacher Induction Programs	ED 269 406	(SP)
Data Needs on Teacher Supply and Demand	ED 269 408	(SP)
Demand and Supply of Minority Teachers	ED 316 546	(SP)
Developing Teachers' Leadership Skills	ED 330 691	(SP)
Drug Abuse: Prevention Strategies for Schools	ED 279 644	(SP)
Drug and Alcohol Prevention Education	ED 330 675	(SP)
Effects of Corporate Involvement in Education, The	ED 248 242	(SP)
Emergency Teacher Certification	ED 248 244	(SP)
Ethics in Health, Physical Education, Recreation, and Dance	ED 342 775	(SP)
Evaluation of Student Teachers	ED 278 658	(SP)
Evaluation of Teachers, The	ED 278 657	(SP)
Exercise Adherence	ED 330 676	(SP)
Health Education: Classroom and Program Resources	No ED#	(SP)
How Do Teachers Communicate?	ED 297 002	(SP)
Importance of [ERIC] for Health and Physical Education Teacher Candidates, The	ED 277 654	(SP)
Importance of [ERIC] for Teacher Candidates	ED 277 655	(SP)
Influence of Reform on Inservice Teacher Education, The	ED 322 147	(SP)
Institutionalization of Planned Change in Schools, The	No ED#	(SP)
Knowledge Base for Teaching, The	ED 330 677	(SP)
Least Restrictive Environments: Teaching Children About Diversity (November 1980)	No ED#	(SP)
Locating Practice-Oriented Materials in ERIC	ED 331 827	(SP)
Merit Pay	No ED#	(SP)
Misassignment of Teachers in the Public Schools	ED 279 634	(SP)
Model Programs for Middle School Teacher Preparation	ED 338 593	(SP)
National Board for Professional Teaching Standards	ED 304 444	(SP)
National Board for Professional Teaching Standards—Update	ED 351 336	(SP)
National Commission on Excellence in Teacher Education: Commissioned Papers from the Regional Hearings	ED 256 725	(SP)
Nature of Professional Development Schools, The	ED 316 548	(SP)

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	ED Number	(CH)
Physical Education Curriculum Resources	No ED#	(SP)
Prekindergarten Teacher Licensure	ED 330 674	(SP)
Preparation of Middle School Teachers	ED 335 356	(SP)
Professional Development Schools and Educational Reform: Concepts and Concerns	ED 335 357	(SP)
Professionalizing Teaching: Is There a Role for Professional Development Schools?	ED 347 153	(SP)
Promoting ERIC Among Classroom Teachers	No ED#	(SP)
Quality of Students in Teacher Education, The	No ED#	(SP)
Role of the Community College in the Creation of a Multi-Ethnic Teaching Force, The	ED 317 542	(SP)
School Health Education	ED 269 375	(SP)
So You Want to Be a Teacher (1992)	ED 344 872	(SP)
So You Want to Be a Teacher (1987)	ED 282 860	(SP)
Staff Development and Stages of a Teacher's Career	No ED#	(SP)
Status of Dance in Education	ED 348 368	(SP)
Successful ERIC Searching for HPRD Professionals and Students	ED 279 646	(SP)
Successful Minority Teacher Education Recruitment Programs	ED 318 738	(SP)
Supervision of Student Teachers	ED 344 873	(SP)
Teacher as Decision Maker, The (June 1983)	ED 248 239	(SP)
Teacher as Decision Maker, The (Update) (May 1984)	No ED#	(SP)
Teacher Centers and Higher Education	No ED#	(SP)
Teacher Certification	ED 277 685	(SP)
Teacher Educators: What Do We Know?	ED 279 642	(SP)
Teacher Mentoring	ED 271 477	(SP)
Teacher Wellness Programs	No ED#	(SP)
Teaching as a Career and a Profession	No ED#	(SP)
Training and Recruiting Minority Teachers	No ED#	(SP)
Urban Teacher Recruitment Programs (88-5)	No ED#	(SP)
Understanding Educational Block Grants	No ED#	(SP)
Violence in Sports	ED 316 547	(SP)
Wellness: A Balanced Lifestyle	ED 269 376	(SP)
What First-Year Teachers Need to Know	ED 248 243	(SP)
What's Ahead for Education in the '80s?	No ED#	(SP)
When Schools and Colleges Work Together	ED 316 544	(SP)

TM

Adversary Evaluation	No ED#	(TM)
Alternatives to Standardized Tests	ED 286 938	(TM)
Application of Case Study Evaluations, The	ED 338 706	(TM)
Assessing Civics Education	ED 338 698	(TM)
Assessing Experiential Learning	No ED#	(TM)
Authentic Mathematics Assessment	TM 019 445	(TM)
Authentic Reading Assessment	ED 328 607	(TM)
Authentic Writing Assessment	ED 328 606	(TM)
Case Against a National Test, The	ED 338 703	(TM)
Case for Authentic Assessment, The	ED 328 611	(TM)
Case for Validity Generalization, The	ED 338 699	(TM)
Center for Research on Evaluation, Standards, and Student Testing (CRESST), The	ED 338 705	(TM)
Citing ERIC Materials	No ED#	(TM)
Coaching for Tests	ED 286 939	(TM)
Communicating Scholastic Success	ED 315 424	(TM)
Computer-Assisted Test Construction	No ED#	(TM)
Computerized Adaptive Testing	ED 286 940	(TM)
Computerized Adaptive Tests	ED 315 425	(TM)
Constructing Classroom Achievement Tests	ED 315 426	(TM)
Educational Measurement Productivity	No ED#	(TM)
Evaluating Criterion-Referenced Tests	ED 284 911	(TM)

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Evaluating Workshop and Institutes	ED 315 427	(TM)
Evaluation of Gifted Programs	No ED#	(TM)
Explaining Test Results to Parents	ED 302 559	(TM)
Finding Information About Standardized Tests	ED 302 557	(TM)
Finding Information About Tests	ED 286 941	(TM)
Finding Non-Commercial Tests	ED 315 428	(TM)
Five Common Misuses of Tests	ED 315 429	(TM)
GED Testing Program, The	ED 314 430	(TM)
Gender Bias and Fairness	ED 328 610	(TM)
Glossary of Measurement Terms	ED 315 430	(TM)
Improving Teacher Evaluations	ED 315 431	(TM)
Improving Your Test-Taking Skills	ED 302 558	(TM)
Integrating Testing with Teaching	ED 315 432	(TM)
International Association for the Evaluation of Educational Achievement, The	ED 328 604	(TM)
Interpreting Test Scores for Compensatory Education	ED 314 428	(TM)
Issues in Test Bias	No ED#	(TM)
Legal Issues in Minimum Competency Testing	ED 286 942	(TM)
Legal Issues in Testing	ED 289 884	(TM)
Measurement Implications of "A Nation at Risk"	ED 286 943	(TM)
Measuring Aptitude	ED 328 608	(TM)
Measuring Teacher Attitudes Toward Mainstreaming	ED 289 885	(TM)
Meta-Analysis in Educational Research	ED 339 748	(TM)
Minimum Competency Testing	ED 284 910	(TM)
Minimum Competency Testing and the Handicapped	ED 289 886	(TM)
Museum Evaluation	No ED#	(TM)
National Assessment of Education Progress (NAEP)	ED 328 603	(TM)
National Research Center on Student Learning	ED 338 704	(TM)
Neurological Assessment in Schools	ED 328 609	(TM)
Organizations That Provide Test Information	TM 019 446	(TM)
Preparing Students to Take Standardized Achievement Tests	ED 314 427	(TM)
Secretary of Labor's Commission on Achieving Necessary Skills, The	ED 339 749	(TM)
State Testing of Teachers: A Summary of Current Practices	ED 302 556	(TM)
State Testing of Teachers: The 1989 Report	ED 315 433	(TM)
State Testing of Teachers: The 1990 Report	ED 328 605	(TM)
Steps in Designing an Indicator System	ED 338 700	(TM)
Student Evaluation of Teacher Performance	ED 289 887	(TM)
Talking to Your Child's Teacher About Standardized Tests	ED 315 434	(TM)
Talking to Your High School Students About Standardized Tests	ED 315 435	(TM)
Teacher Competency Testing	ED 286 944	(TM)
Testing the Handicapped	No ED#	(TM)
Trends in Integrating Teaching and Testing	ED 284 912	(TM)
Using Biodata as a Selection Instrument	ED 338 702	(TM)
Using Customized Standardized Tests	ED 314 429	(TM)
What Are Educational Indicators and Indicator Systems	ED 338 701	(TM)
Writing RFPs for Assessment Programs	ED 334 194	(TM)

UD

1983 Educational Reform Reports, The	ED 252 636	(UD)
Accountability Mechanisms in Big City School Systems	ED 334 311	(UD)
Alternative Schools—Some Answers and Questions	No ED#	(UD)
Assessing Bilingual Students for Placement and Instruction	ED 322 273	(UD)
Burnout in Schools and Other Human Service Institutions [Part of a Collection]	ED 209 407	(UD)
Can Performance-Based Assessments Improve Urban Schooling?	ED 327 612	(UD)
Closer Look at Children in Single-Parent Families, A	ED 254 587	(UD)
Communities and School Closings [Part of a Collection]	ED 209 407	(UD)
Compact Guides to Information on Urban and Minority Education [A collection of Digests]	ED 209 407	(UD)

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Complying with Title IX Regulations [Part of a Collection]	ED 209 407	(UD)
Computers and Opportunities for Literacy Development	ED 311 120	(UD)
Conflict Resolution Programs in Schools	ED 338 791	(UD)
Cooperative Learning in the Urban Classroom	ED 273 717	(UD)
Counseling in a Multicultural Educational Setting	No ED#	(UD)
Creating Racial Integration in a Desegregated Magnet School	ED 269 518	(UD)
Curriculum and Instruction to Reduce Racial Conflict	ED 322 274	(UD)
Desegregation as an Equal Educational Opportunity Strategy for Hispanics	No ED#	(UD)
Developing Non-Biased Criteria for Mainstreaming Minority Students	No ED#	(UD)
Educating Homeless Children	ED 308 276	(UD)
Enriching the Compensatory Education Curriculum for Disadvantaged Students	ED 319 876	(UD)
Equal Mathematics Education for Female Students	ED 344 977	(UD)
Grade Retention: Making the Decision	ED 304 498	(UD)
Helping Hispanic Students to Complete High School and Enter College	ED 252 637	(UD)
Helping Minority Students with Nontraditional Skills Enter and Complete College	ED 234 104	(UD)
High School Graduates In Entry Level Jobs—What Do Employers Want?	ED 293 972	(UD)
High-Risk Secondary Student and Experiential, Competency-Based Education, The	No ED#	(UD)
Highly Mobile Students: Educational Problems and Possible Solutions	ED 338 745	(UD)
Hispanic Education in America: Separate and Unequal	ED 316 616	(UD)
Hispanics and Employment	ED 234 102	(UD)
How to Make School Desegregation Work—Some Advice from the Research [Part of a Collection]	ED 209 407	(UD)
Improving Chapter 1 Delivery	ED 292 940	(UD)
Improving Schooling to Reduce Teenage Pregnancy	ED 269 517	(UD)
Improving the Mathematical Skills of Low Achievers	ED 237 584	(UD)
Improving the School-Home Connection for Low-Income Urban Parents	ED 293 973	(UD)
Improving Urban Education with Magnet Schools	ED 340 813	(UD)
Increasing Minority Participation in the Teaching Profession	ED 270 527	(UD)
Increasing Science Achievement for Disadvantaged Students	ED 253 623	(UD)
Increasing the School Involvement of Hispanic Parents	ED 350 380	(UD)
Instructionally Effective Schools [Part of a Collection]	ED 209 407	(UD)
Integrating Academic and Vocational Education: An Equitable Way to Prepare Middle Level Students for the Future	No ED#	(UD)
Issues in ESEA Title VII Bilingual Education	No ED#	(UD)
Keeping Track of At Risk Students	ED 285 961	(UD)
Linking Schools with Human Service Agencies	ED 319 877	(UD)
Making Schools More Responsive to At-Risk Students	ED 316 617	(UD)
Managing Youth Programs: A Critical Gap in the Research	ED 344 978	(UD)
Meeting the Educational Needs of Southeast Asian Children	ED 328 644	(UD)
Meeting the Goals of School Completion	ED 334 309	(UD)
Mentoring of Disadvantaged Youth, The	ED 306 326	(UD)
Microcomputers: Equity and Quality in Education for Urban Disadvantaged Students	ED 242 801	(UD)
Middle School Education: The Critical Link in Dropout Prevention	ED 311 148	(UD)
Minority Groups and the Arts [Part of a Collection]	ED 209 407	(UD)
More Recent Literature on Urban and Minority Education	ED 306 328	(UD)
Multicultural Education in Elementary and Secondary Schools	ED 327 613	(UD)
Ninth Grade—A Precarious Time for the Potential Dropout, The	ED 284 922	(UD)
Parent Participation and the Achievement of Disadvantaged Students	ED 259 040	(UD)
Peer Helping Relationships in Urban Schools	ED 289 949	(UD)
Promotion Policies in the Urban High School	ED 306 327	(UD)
Public School Choice: Issues and Concerns for Urban Educators	ED 322 275	(UD)
Raising Hispanic Achievement	ED 256 842	(UD)
Recent Literature on Urban and Minority Education	ED 311 136	(UD)
Reforming the Large Urban High School [Part of a Collection]	ED 209 407	(UD)
Refugee Resettlement and Integration: An Organization Guide [Part of a Collection]	ED 209 407	(UD)
Restructuring American Schools: The Promise and the Pitfalls	ED 314 546	(UD)
Retaining Good Teachers in Urban Schools	ED 341 762	(UD)
School Crime and Disruption [Part of a Collection]	ED 209 407	(UD)
School Learning and Corporation-School Alliances	ED 234 103	(UD)
School Programs for African American Males	ED 334 340	(UD)

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School-College Alliances: Benefits for Low-Income Minorities	ED 308 277	(UD)
Second-Chance Opportunities for Hispanic Dropouts	ED 306 337	(UD)
Secondary School Ethos and the Academic Success of Urban Minority Students	ED 235 247	(UD)
Social and Psychological Adjustment of Southeast Asian Refugees, The	ED 252 638	(UD)
Southeast Asian Adolescents: Identity and Adjustment	ED 306 329	(UD)
Strategies for Community Organizations: Asian American [Part of a Collection]	ED 209 407	(UD)
Successful Detracking in Middle and Senior High Schools	ED 351 426	(UD)
Summer School, Extended School Year, and Year-Round Schooling for Disadvantaged Students	ED 298 213	(UD)
Teacher, Principal, and Parent Involvement in the Effective School	ED 292 941	(UD)
Teaching Beginning Reading to Dialect Speakers	ED 275 793	(UD)
Teaching Limited English Proficient Students to Understand and Use Mathematics	ED 334 310	(UD)
Teaching Science and Mathematics to At Risk Students	ED 289 948	(UD)
Teaching Writing to Linguistically Diverse Students	ED 275 792	(UD)
Teenage Pregnancy and Drug Abuse: Sources of Problem Behaviors	ED 316 615	(UD)
Urban Magnet Schools and Educational Excellence	ED 253 622	(UD)
Urban School/Community Collaborations: Making Them Work Well	ED 304 497	(UD)
Urban School Finance: The Quest for Equal Educational Opportunity	ED 311 147	(UD)
Urban School Restructuring and Teacher Burnout	ED 340 812	(UD)
Urban Teacher Recruitment Programs (#43)	ED 312 318	(UD)
Urban Youth in Community Service: Becoming Part of the Solution	ED 351 425	(UD)
Writing Instruction for Dialectally Different Youths	No ED#	(UD)

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